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ABSTRACT

This report describes educational programs at New York State Division for Youth (DFY) residential facilities. It provides an overview of the services offered to prepare adjudicated youth for successful return to the community. The Division's residential education services encourage student growth in cognitive, affective, and vocational skill areas. Division programs aim to engage students in the learning process and to impart transferable skills needed for future academic and employment success. The report is divided into four sections. Section I, "Introduction," contains an overview of the Division's system, describes its mission and goals, and includes a profile of the youth to be served. Section II, "Preparation of Youth During Placement," outlines the spectrum of educational services tailored to meet individual needs of Division youth and summarizes the learning environments and innovative academic approaches employed. Section III, "Facility Education Services," presents descriptions, narratives, and outcomes for a range of facility programs, and highlights specialized curricula and model programs in different academic and vocational areas. Section IV, "Integration into the Community," describes programs and initiatives designed to help youth reenter the community upon facility release, including community partnerships, specialized transitional programs, and the development of interagency mechanisms to promote services for at-risk youth. (AF)

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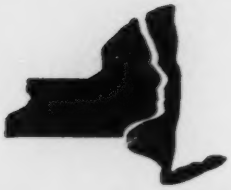

NEW YORK STATE DIVISION FOR YOUTH

THE EDUCATION OF YOUTH IN DFY RESIDENTIAL PROGRAMS

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Leonard G. Dunston, *Director*

October 15, 1990

UD 027 962

THE EDUCATION OF YOUTH IN DFY RESIDENTIAL PROGRAMS

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October 15, 1990

EXECUTIVE SUMMARY

This report describes educational programs at Division for Youth residential facilities. It provides an overview of the services offered to prepare youth for successful return to the community.

The Division's residential education services encourage student growth in cognitive, affective and vocational skill areas. A blend of programs and a variety of approaches provided by qualified and dedicated staff, addresses student needs and reinforces learning. These methodologies, in class sizes which permit individualized instruction, include computer-assisted instruction and integrative learning which engage youth in the learning process. Once this occurs, Division youth, with their multiple needs, are ready to move beyond this initial step and begin acquiring the transferable skills needed for future academic and employment success.

This report demonstrates that these skill gains are made in Division facilities as a result of education services:

- ❑ Significant reading and math gains are made by students who receive general education. These average gains are greater than those for youth attending community public schools.
- ❑ A review of the 1989-90 school year, indicated that students who received remedial education services experienced a statistically significant increase in reading levels and mastery of math skills.
- ❑ Based on an analysis of standardized test scores in the 1989-90 school year, students in Division special education classes accelerate more rapidly than would normally be expected of children with handicapping conditions. In addition, Division youth receiving special education services tend to meet most objectives identified through Individualized Education Plans.
- ❑ Special efforts such as the High School Equivalency Program, Regents Competency Test preparations and college programs have enabled hundreds of Division students to gain a sense of academic accomplishment and make progress towards future academic success.

Division students receive services which serve the dual functions of engaging them in the learning process and imparting transferable skills. These services are necessary to enable youth to break down barriers which have previously hindered their education:

❑ Approximately 200 students per year receive bilingual/bi-cultural services to aid Limited English Proficient youth in developing a positive self image as well as strengthening language and cultural development.

❑ In 1990, library services have been expanded in Division facilities to promote literacy and expand the enjoyment of reading through relevant periodicals and books.

❑ In 1989-90, Division recreation programs served 1,600 students in 27 facilities, helping them develop constructive alternatives to delinquent behavior and strengthening physical skills.

Specialized curricula have been developed as alternatives to traditional educational programs. These curricula motivate youth to learn skills in topics relevant to living in today's society:

❑ Approximately 1,000 Division students last year received substance abuse education skills through the "Innervisions" curriculum and/or the "Athletes Against Drunk Driving Program".

❑ In 1990, approximately 120 students participated in a Recycling program to strengthen knowledge of environmental concerns.

❑ Specialized curricula programs implemented during the 1989-90 school year have successfully blended academic areas to build self esteem: in the "Story Telling Project", 100 students were served; in the "Circus Project", 140 students benefitted.

Division programs enable youth to gain competencies needed for self sufficiency, particularly the skills needed for seeking and maintaining employment. Through activity-oriented, hands-on approaches to learning, Division students are provided experiences which reflect the challenges they will face upon integration into the community:

❑ Through a combination of innovative instructional approaches, the Independent Living Skills Program, in its initial six months of operation, helped 147 youth to gain employment and life skills competencies.

❑ Based on an evaluation conducted in 1989, student gains have been made in attaining pre-employment competencies (such as job search skills) as a result of job readiness preparation services provided in Division facilities.

❑ Each year, approximately 1,500 students in occupational programs gain transferable work skills and approximately 400 students in a variety of creative on-the-job training and work experience programs gain work maturity (job keeping) skills.

❑ Model programs such as the "Entrepreneurship Program", the "Lego Program", and the "Tryon Adventure Program" are being piloted within the Division for replication at other sites. During the 1989-90 school year, initial findings in all three programs indicate student gains made in academic, vocational and/or life skills competencies.

As part of the Division's holistic service approach, opportunities are created in the community to ease the student's transition upon release. These steps are taken to strengthen student access to academic and employment services in the community, and to develop networks to advocate in behalf of Division youth. This has led to partnerships with State agencies, employment and training professionals, education administrators, youth service agencies and the private sector to maximize resources and address service gaps:

❑ During 1990, Division involvement with Service Delivery Areas has resulted in Regional Planning Forums to enable the employment and training community to increase familiarity with the Division and streamline services for youth returning to their home communities. Technical assistance to Service Delivery Areas has led to refinements in curricula and program designs for hard-to-serve youth.

❑ Business Citizenship Awards this year have been offered by Youth Bureau Associations in three regions of the State to reward businesses which help young people to learn vocational skills.

❑ Initiatives with local education agencies in 1990 have resulted in increased communication between the New York City school system and Division facilities, enabling education information to flow more smoothly.

❑ Interagency cooperation, evidenced through DFY's Bureau of Education and Employment Services participation in a wide range of organizations and planning bodies each year, has led to additional community service provisions for Division youth, legislation more favorable for hard-to-serve populations, and additional training opportunities for the professional development of residential staff.

When feasible, specialized transitional programs have been developed, building upon partnerships established in the community. These programs have proven successful by specifically targeting Division students through building upon existing delivery systems that ensure youth access to services:

❑ In 1989, the Rural Work and Occupational Skills Development Program served approximately 70 Division youth released to Onondaga, Cortland, Cayuga and Madison Counties, providing them with work maturity skills and training or work experience.

- ❑ The Job Development Program in 1989 served approximately 215 youth returning to New York City, Buffalo, Rochester, and the Capital District, helping them acquire work maturity, job specific, academic or pre-employment skills.
- ❑ The New York City Summer Youth Employment Program in 1990 placed over 150 Division youth at work sites to improve work habits and provide opportunities to explore careers.
- ❑ A partnership established this year with the Columbia/Greene Employment and Training Agency has resulted in introducing services to Division youth returning to this locale as a condition of their release.

The educational accomplishments, described in this report, are even more significant when one considers the short period of time Division students, with their multiple needs, spend in each facility school program. Typically they spend less than six months in each school program. During this brief period, the services delivered by Division education staff play a critical role in determining the future success of the individual. This is why Division educational programs reflect state-of-the-art approaches, models and strategies for addressing the needs of residential youth as they are prepared for their return to the community.

Although strides have been made, we cannot be content with accepting the results achieved to date. The Division must continue to forge new directions and create new methodologies to be responsive to the needs of residential youth. The use of central resource rooms with multi-media capabilities needs to be explored. Computer networks will continue to play a larger role in providing instruction. Electronic chalkboards and other interactive audio/visual tools are expected to be another step in developing an advanced educational system.

However, advances in technology cannot replace the human element — the relationship and rapport which a quality teacher establishes with the student to enhance instruction. This has been the hallmark of effective education for centuries. We do not expect this to change.

Future endeavors will require a collegial approach to maximize resources. Cost-efficient, yet effective services, materials and program models will need to be identified to continue to prepare youth while in the Division's care. Finally, we need to remind ourselves of the commitment to develop programs which help youth realize their full academic, occupational, emotional and social development and help youth become integrated citizens in the community mainstream.

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SECTION ONE

INTRODUCTION

A provision in the 1990-91 State budget required the Division for Youth to prepare a report to the Legislature by October 15, 1990, describing educational services at Division facilities. This report, submitted to the Director of the Division of the Budget and the Chairmen of the Senate Finance and Assembly Ways and Means Committees, for their review, fulfills that mandate.

The report was expected to include, but not be limited to the following areas: educational attainment levels at time of placement and discharge; vocational and educational services; planning for youth during placement; and steps being taken upon discharge for educational and vocational integration into the community.

It is the Division's intent to meet these requirements and, through this report, demonstrate the steps taken in preparing youth placed in the juvenile justice system to meet the challenges of the 21st century.

ORGANIZATION OF REPORT

The report is organized into four sections:

SECTION I: INTRODUCTION contains an overview of the Division's system to manage and deliver residential program services. The mission and goals of the Division's educational services are described to provide a framework for understanding student needs and educational outcomes along with a profile of the youth to be served.

SECTION II: PREPARATION OF YOUTH DURING PLACEMENT outlines the spectrum of educational services tailored to meet the individual needs of Division youth. A summary of learning environments conducive for education is provided, along with innovative academic approaches utilized with Division students.

SECTION III: FACILITY EDUCATION SERVICES details the education services provided at Division facilities. Program descriptions and narratives are used to convey the rationale and importance of each service. Outcomes are included for each service. Specialized curricula and model programs in different academic and vocational areas are highlighted.

SECTION IV: EDUCATION INTEGRATION INTO THE COMMUNITY emphasizes Division education programs and initiatives designed to help youth integrate into the community upon facility release. These efforts include the establishment of community partnerships, the implementation of specialized transitional programs, and the development of interagency mechanisms to promote services for at-risk youth.

ORGANIZATIONAL STRUCTURE

The Division for Youth's mission, "Preventing Delinquency Through Positive Youth Development," describes its unique role in New York's system of agencies serving children and youth. The agency is organized into five offices: the Executive Office and the Offices of Administration, Local Services, Residential Services, and Program Development and Evaluation.

The Office of Program Development and Evaluation is responsible for ensuring that quality programs are developed and refined in Division operated and funded programs and facilities. This Office enables the Division to coordinate strategic planning, program development and evaluation efforts to better address youth needs in the areas of counseling, education, employment, health & recreation.

In the Office of Program Development and Evaluation, the Bureau of Education and Employment Services (BEES) is responsible for the overall development of education and employment program models and policies.

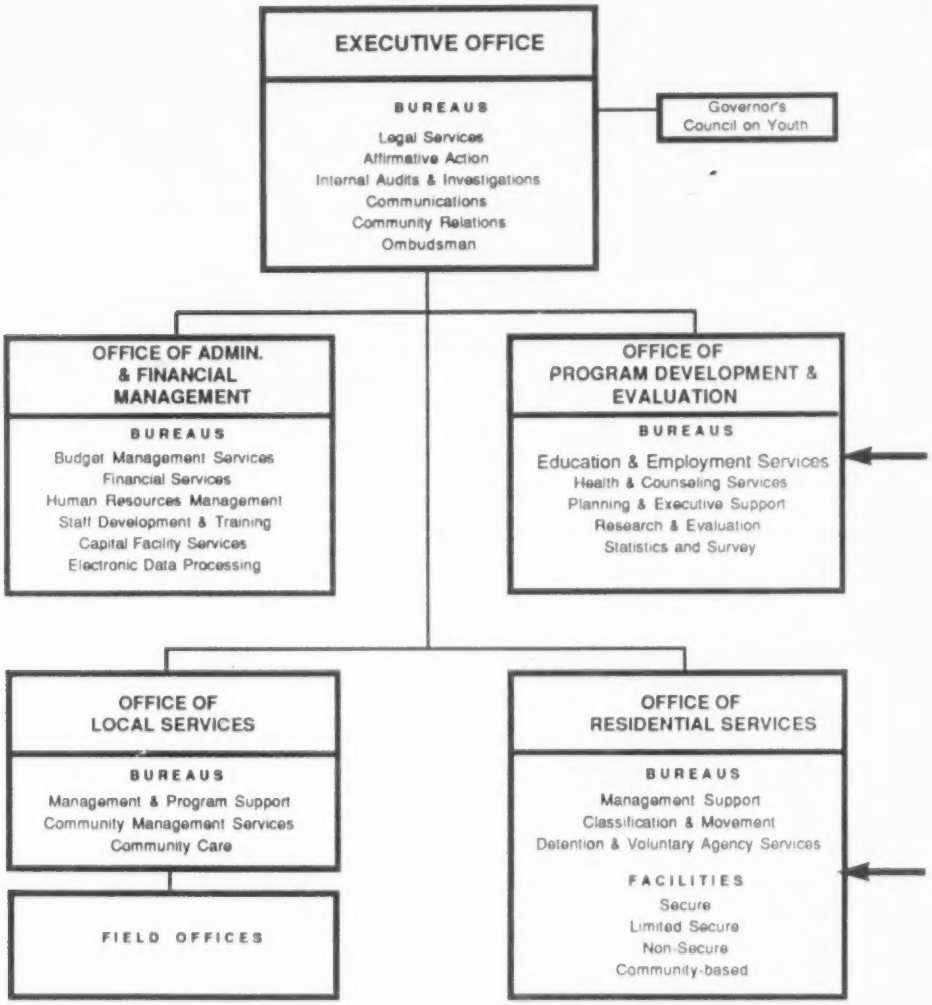
The Bureau provides the following services:

- Identification of statewide education/employment services, priorities and needs;
- Planning education/employment systems and designs;
- Developing education/employment program models;
- Recommending education/employment program policies, procedures and accountability mechanisms;
- Providing technical assistance in education/employment-related areas such as curricula development, assessment of youth resources.
- Monitoring and evaluating education/employment programs.

Facility education staff work in concert with the Bureau of Education and Employment Services to develop, monitor and evaluate programs specifically designed to meet the unique needs of Division youth. Through planning documents, program reports, site visits and external evaluation groups, a collaborative effort is maintained to prepare youth during placement for their eventual return to the community.

Facility education programs are operated by an education administrator, academic teachers and vocational instructors who possess permanent or provisional certification issued by the N.Y.S. Education Department. This helps Division schools to meet State Education Department regulations. Vocational Specialists who manage the facility vocational program, and Youth Recreation Specialists who provide recreation/leisure services, require specialized training in their respective fields to meet Civil Service requirements.

DIVISION FOR YOUTH ORGANIZATION CHART



DFY RESIDENTIAL SERVICES

The Division for Youth's residential care system is designed to serve adjudicated youth. Most of these juveniles are placed by the Family Court as a result of a Juvenile Delinquency adjudication. Youth also are placed by the Family Court as a result of an adjudication as a Person in Need of Supervision (PINS). Other youth are placed in the Division by the adult court system as a result of a Juvenile Offender conviction, a Youthful Offender adjudication, or as a condition of probation.

The Division groups its facilities according to three broad levels:

SECURE FACILITIES

Secure facilities provide the most controlled and restrictive residential programs operated by the Division for Youth. Youth in secure facilities generally have been remanded as Juvenile Offenders for committing felony offenses. Most secure centers are located in non-urban areas and have virtually all services provided on-grounds.They have single rooms, which are locked at night.

LIMITED SECURE FACILITIES

Limited secure facilities use less restrictive measures than the secure centers. For example, limited secure facilities do not have razor-wire on top of the perimeter fences. First admissions for these residences are limited to Title III Juvenile Delinquents who require intensive services. Most limited secure facilities are located in rural areas and nearly all services are provided on-grounds.

NON-SECURE FACILITIES

Non-secure facilities consist of a variety of out-of-community and in-community residential centers. Youth admitted to these centers include Juvenile Delinquents, PINS, or other youth who require removal from home as a result of behavioral management problems. Out of community non-secure facilities utilize some community resources in their service delivery. Most provide education services on-site. Group homes, ten-bed units located in residential neighborhoods across the State, however, access local schools to serve residents. They are used primarily to transition youth back into community life.

Another program option available to Division youth is placement in an authorized private residential child care agency arranged by contract between the authorized agency and DFY. However, the scope of this report will address those facilities with educational services on-site provided by Division staff, i.e. secure facilities, limited secure facilities, and non-secure facilities with the exception of group homes.

DFY RESIDENTIAL FACILITES WITH ON-GROUNDS SCHOOLS

Secure	Capacity
Brookwood	50
Goshen	85
Harlem Valley	136
Tryon Girls-Secure	10
Highland Detention	14
Limited Secure	
Buffalo	102
Ella McQueen	57
Highland	156
Industry	120
Lansing	70
MacCormick	64
Oatka	60
Parker	48
Pyramid	60
Tryon Girls-Limited	48

Non-Secure	Capacity
Adirondack	20
Allen	50
Annsville	60
Auburn	20
Brace	60
Brentwood	20
Bronx	25
Cass	55
Great Valley	60
Middletown	20
Tryon-Boys	258
Willowbrook	20
Brooklyn YDC	60
Buffalo YDC	40
Syracuse YDC	27

LENGTH OF STAY IN PROGRAM

In FY1989/1990, the length of stay in residential care for all youth released from the Division for Youth, including Juvenile Offenders, averaged 11.9 months. The average length of stay at each facility, however, was only 5.7 months. This much shorter average facility length of stay reflects frequent transfers from facility to facility to accommodate growing admission pressures and to address serious behavioral infractions requiring transfer to a more secure setting.

Educators at Division facilities are acutely aware of this brief facility length of stay and tailor instruction accordingly. The school program is organized to permit learning within manageable instructional units that promote basic and transferrable personal competencies. Unfortunately, the limited time a youth is in an education program is often insufficient to reverse the years of negative social experiences characteristic of most delinquents. Many of these negative experiences have taken place at school.

The brief facility length of stay also affects the quality of the learning environment. A high student turnover rate reduces classroom stability and comfort. As indicated in the Division's February report to the Legislature, "Specialized Services, Implementation & Evaluation," youth placed with the agency for longer periods, tend to have a stabilizing influence on newer residents who have been removed from their families and subjected to institutional life for the first time.

DFY STUDENT PROFILE

POPULATION IN-CARE	April'89	April'90
AGE		
8-12 years	37	42
13 years	103	121
14 years	283	326
15 years	513	701
16 years	661	732
17 years	343	365
18+years	113	85
SEX		
Male	1774	2062
Female	279	310
ETHNICITY		
White	431	485
African/American	1203	1341
Latino	401	489
Other	22	117
LEGAL STATUS		
Juvenile Offender	228	242
Res.Juv Delinq.	28	21
Juv. Delinquent	1672	1945
P.I.N.S	119	160
Youthful Offender	3	1
Other	3	3
LEVEL		
Secure	281	263
Limited Secure	835	764
Non-secure	937	1345

BRIEF CASE HISTORIES (with fictitous names to safeguard confidentiality), provide another perspective of a "typical" Division resident.

"Juan" is a 17 year old juvenile offender from Buffalo serving a five-year sentence for armed robbery. He is one of seven children in a household managed by his mother, who is currently on public assistance. Juan's case record documents previous arrests, a reading level four years below average, and a history of alcohol and substance abuse.

"Joanna" is a 16-year old youthful offender from the Cortland area who has been convicted of manslaughter. She lived with both parents, but case records reveal a history of truancy. A Person in Need of Supervision (PINS) petition had previously been filed indicating supervisory difficulties at home prior to her current conviction. The case record indicates that Joanna has had similar difficulties with authority figures at school and at jobs.

In 1989, 2,521 youth were admitted to the Division for Youth:

- 6% by the Criminal Court as Juvenile Offenders; 94% by the Family Court as Juvenile Delinquents or as Persons In Need of Supervision (PINS)
- 31% for violent offenses (homocide, sex offenses, kidnapping, assault, robbery, burglary), 58% for non-violent offenses, and 11% for status offenses.

The young people placed in the custody of the Division for Youth are clearly not typical of the State's youth population. They are predominantly urban and come from a female-oriented single-parent family with an income below the poverty level. The average age is fifteen years old; 90% are between 13 and 16 years of age.

Sixty percent of Division youth are identified as substance abusers or dealers. Approximately 30% are in need of mental health services. They are characterized by a failure to assume responsibility for their actions, poor self image, negative attitude toward school and a history of failure.

It should come as little surprise that Division clients enter the system with significant educational deficits. Prior to placement, many of these youth were having difficulties completing grades or attending school. They are typically several years behind in reading and math. For example, it is common for a 16 year old Division youth to have a third grade reading level. Based on an analysis of pre-tests of all youth admitted to DFY over the past two and a half years, one out of three youth are classified as educationally handicapped to such a degree that learning is adversely affected.

EDUCATION MISSION

The Division for Youth operates 30 school programs throughout the state, serving approximately 2,000 adjudicated youth annually, ages 10-21. A total of 366 supervisory/instructional staff, including teachers and vocational instructors certified by the State Education Department, provide instruction in a variety of subject areas.

On a basic level, the Division for Youth operates schools somewhat similar to those in any community. They must meet State Education regulations regarding required academic subjects, provide 5.5 hours per day of instruction for each student, utilize teachers who must be fully certified, and implement structured curricula in various subject areas.

However, the Division is unique in the type of students it serves, the length of time its students are in school, and in the size and scope of the school system. Understanding these factors is a necessary requisite for understanding student needs, services provided and realistic educational outcomes.

PROGRAM SCOPE

The educational component is one element of an overall agency effort to strengthen positive youth development during placement with the Division. Unlike school programs in which youth leave at 3 P.M., the education and habilitation of Division youth also includes a blend of individual and group counseling, as well as specialized programs such as substance abuse treatment. This requires the coordination of all staff for the entire day to create an environment conducive to youth development. Instructors seek opportunities in the classroom for youth to enhance such skills as caring for personal property or sharing with others, in addition to the more customary acquisition of academic and vocational competencies.

The Division's educational system is statewide. This requires Central Office coordination to manage and provide assistance to facilities which are, in some ways, grouped as a large school district. The size of the system has afforded the Bureau of Education and Employment Services a significant role as a statewide advocate for education and employment services for hard-to-serve youth. This results in a commitment to strengthen community services targeting hard-to-serve youth, as well as sharing information to enhance facility programs.

Through a Service Area Planning process which includes education experts throughout the State and from within the Division, education goals were developed which took into account the types of students, length of stay in facilities and broad scope of programming necessary for quality education: Tomorrow's youth must be prepared to negotiate the demands of an ever-changing and increasingly technological society. To function independently in this environment requires a blend of analytical, problem-solving and communication skills, in addition to academic, pre-employment and work maturity competencies.

DFY EDUCATION GOALS

1. Division for Youth clients, especially adjudicated and at-risk youth, will be prepared to function independently in the community.
2. Individual assets, including cultural diversity and bilingualism, will be emphasized in educational and employment services to youth.
3. Youth will be provided equal access to a diversity of program offerings and support services reflecting individual strengths, interests and needs.
4. Networks will be utilized or initiated to ensure the fullest scope of academic, vocational and employment offerings for youth.
5. Learning environments will be clean, safe, well-equipped and conducive to maximum individualized development.
6. Qualified administrators, vocational instructors, academic teachers and support staff representing a cross section of interests, skills and backgrounds will work together to provide exemplary education and employment services for youth.
7. A comprehensive evaluation process including assessment of individual student competencies and program outcomes will be used to improve program effectiveness.
8. A smooth transition of youth into the community will be facilitated by a coordinated management information system.

These Goals have become the foundation for the Division's Education Management Plan. The Plan identifies services provided and services planned for the year ahead.

Staff roles and responsibilities, education initiatives and expected youth outcomes are organized within the framework of the Management Plan. Consequently, this legislative report has been designed to capture the essence of the plan, and to include within it a description of the Division's education system, program services, and community interventions.

SECTION TWO

PREPARATION OF YOUTH DURING PLACEMENT

Dramatic changes are occurring in America's workplace, changes that are projected to continue into the next decade. Employers indicate a need for a new type of worker with a broad set of skills which facilitate learning on the job. These skills have been underscored by the Private Sector Subcommittee of the Youth Employment Advisory Council of the Division for Youth in a letter dated March 5, 1990:

The private sector subcommittee of the youth employment Advisory Council has reviewed and discussed the document "Meeting the Workplace Challenge of the Twenty-First Century." This document addresses the dramatic changes occurring in America's workplace, the skills needed to facilitate learning on the job, and how the Division for Youth's vocational educational programs seek to address these needs through strategies which prepare residential youth for a successful transition to their home community.

As representatives of the private sector and in a position to understand the needs of the marketplace, we are pleased and enthused to endorse the concept of this document and more specifically, the job skills the Division is teaching in order to prepare these youth for tomorrow's workforce.

These skills include:

- ** Learning How to Learn
- ** Academic Skills
- ** Creative Thinking/Problem Solving
- ** Personal Management
- ** Group Effectiveness
- ** Communication
- ** Leadership

The subcommittee will continue working through the Advisory Council and the Bureau of Education and Employment Services to enhance the development of viable occupational training services to DFY clients.

Sincerely,

Betty J. Powers
Chairman
Private Sector Subcommittee

EDUCATION SERVICES FOR ALL YOUTH

The Division's spectrum of educational programming encourages student growth in cognitive, affective, and vocational skills. State Education Department-certified academic teachers, vocational instructors and specialists in youth recreation provide instruction in the areas listed below:

- General Education
- Independent Living
- Remedial Education
- Vocational Preparation
- Special Education
- Vocational Training
- Bilingual Services
- Recreation & Leisure
- Library Services

Each facility has developed unique programs within these academic and employment areas which will be addressed in this report. In addition, a number of other educational services are provided to Division youth to better prepare them while in residence. Specialized curricula programs, such as the Storytelling Project, and model programs such as the Entrepreneurship Project and Outward Bound Adventure Program are blended into the academic program to address the multiple needs of this hard-to-serve population.

An education administrator supervises the total operation of a facility's academic/vocational program. Basic staffing at a facility includes State funded academic teachers, Federally funded Chapter I remedial teachers, special education teachers and vocational staff. Facilities with more than 20 beds have vocational instructors supervised by a specialist in vocational education. The charts below illustrate the educational program at a typical 60-bed limited secure facility and a typical 20-bed non-secure facility:

60-Bed Facility

Staff
- Education Supervisor
- Vocational Specialist
- 7 Academic Teachers
- 3 Vocational Instructors
- Youth Recreation Specialist

Subjects
- English
- Reading
- Special Education
- Mathematics
- Social Studies
- Science
- Health/Physical Educ.
- Automotive
- Carpentry
- Building Maintenence
- Job Readiness Instruction
- Affective Education

20-Bed Facility

Staff
- Education Coordinator
- 3 Academic Teachers
- Youth Recreation Specialist

Subjects
- English
- Reading
- Special Education
- Mathematics
- Social Studies
- Science
- Health/Physical Ed.
- Affective Education

Community resources are used for vocational and other programming when feasible such as BOCES or local libraries.

INDIVIDUALIZED SERVICES

Youth placed with the Division require a system that accurately determines their program needs. Screening instruments have been developed and implemented to determine special needs, such as substance abuse, at the time of DFY intake and to determine more general needs at the time of arrival into a facility. Reading levels, vocational readiness, special education status, as well as recreational and bilingual program needs will soon be collected through standardized assessment instruments to determine the most appropriate service for youth during placement. These instruments currently are being piloted in six facilities.

"... no matter what the setting, institution, organization or teacher; the instructor must match instructional techniques and curricula materials to individual needs. Indeed, law requires that handicapped students be educated according to a specially designed individual educational plan. Why shouldn't all students benefit from this humane policy."

Richard Lacey
Author of "Basic Skills for Disadvantaged Youth"

A combination of assessment material, previous school records and interviews with the youth are used to identify student goals in an Individualized Education and Employment Services Plan (IEEP). The IEEP is developed for each student as a framework for addressing significant educational deficiencies and ensuring that individualized instruction, based on the student's own learning rate, will be provided in the classroom. A team approach is used by teachers to strengthen "congruence" among all education staff, i.e., a cooperative planning strategy is used among general and remedial education staff. This results in a coherent educational plan, common student outcomes and a focus on the behavioral goals of Division youth which so often interfere with learning.

LEARNING ENVIRONMENTS

School accommodations are designed to support an environment conducive to learning. This includes maintaining proper health and safety measures, utilizing appropriate classroom equipment and establishing an atmosphere in the classroom necessary for learning to take place.

This is of particular concern in vocational programming. Adherence to health and safety procedures in vocational shop areas is an essential part of Division programming. Vocational shop class sizes in facilities do not exceed eight students to enable instructors to carefully monitor the care and use of tools. Safety instruction is provided in each shop class and signs are posted to remind students to handle shop equipment properly. Equipment is appropriate to the academic and physical needs of students. Vocational equipment is

suitable to help students gain general knowledge of the shop area and a broader understanding of career choices.

Teachers and instructors are encouraged to create a stimulating learning environment for youth. Many Division youth have had negative school experiences. Through a combination of poor grades, low attendance, and inappropriate behavior, these youth have dropped out or were seriously at risk of leaving school prior to placement with DFY. Division programs respond to this by using a variety of academic approaches geared to individual development that are designed to motivate youth to discover that learning and school can be positive. The approaches are based on state-of-the-art strategies such as computer-assisted instruction or competency-based instruction, in which students learn at their own pace and receive positive reinforcement through small classes and quality staff.

"The challenge is to find the special technique of presenting information so that each child embraces the learning activity in a relaxed and enthusiastic manner and walks away with a sense of accomplishment."

Greg Bayduss, Acting Director, Bureau of Education & Employment Services (BEES)

Through a joint effort of facility and Central Office staff, a variety of approaches to education have been introduced in Division facilities. State and Federal grants, in combination with facility resources, are used to implement these approaches.These are summarized as follows:

❑ TEAM TEACHING

DESCRIPTION

As we approach the 21st century, traditional boundaries between vocational and academic instruction no longer exist. The integration of these areas enables youth to make a "real world" connection between classroom learning and the skills needed in the workplace. Consequently, the Division is piloting team teaching models at two facilities as part of an effort that fosters integrated academic and vocational components.

IMPLEMENTATION

Instructors at two designated pilot sites (Tryon Residential Center and Parker Residential Center) implement the program through technical assistance provided by Central Office staff. In-service training, curriculum development and partnerships with education experts are created in a joint effort. Eighty youth are served through this project.

❑ COMPUTER-ASSISTED INSTRUCTION

DESCRIPTION

Computer-assisted instruction offers another strategy for reading, writing, math and language acquisition. The computer laboratory is a highly motivational program for DFY students who have a history of failure in traditional programs. The interactive computer labs developed in the Division are illustrated below:

> Each youth using the multi-station, networked, computer lab has access to an array of software which provides instruction in Reading, Writing, Language Arts, Mathematics, Science, Social Studies, English as a Second Language and the General Education Diploma (GED). Instruction is provided in a variety of methodologies, including drill and practice, simulation and open-ended writing exercises. The performance of each student is managed and monitored by the computer and lab coordinator. Reports on each student are generated for the classroom teacher and school administrator, providing information on:
>
> - amount of time spent on task
> - initial assessment in reading, writing, math
> - academic goals for each student
> - achievement gains

IMPLEMENTATION

Training for instructors and system startup is provided through the BEES. Instructors at each of the six facilities with interactive labs (Tryon, MacCormick, Lansing, Harlem Valley Secure, Buffalo, and Highland Residential Centers) monitor progress and work with the general and remedial education components to ensure a coordinated education plan. Approximately 300 students are served through computer-assisted programming.

❑ COMPETENCY-BASED INSTRUCTION

DESCRIPTION

Competency-based programming is an instructional approach which provides a clear picture of specific, attainable learning objectives. Division involvement in the Statewide Youth Competencies Task Force, and a growing national trend in establishing outcome-oriented systems, has led to the development of competency-based curricula in several Division vocational areas. Competency-based curricula allows for uniform skills to be taught at an individual pace, permitting client information to be more easily communicated and understood throughout the Division's system.

IMPLEMENTATION

Division vocational instructors in auto mechanics, carpentry, food service and business education developed lists of skills students are expected to gain in a ten week shop class. Technical assistance is provided by BEES to help standardize these skills throughout the Division's Statewide system. Approximately 700 Division students receive competency based instruction.

❑ INTEGRATIVE LEARNING

DESCRIPTION

Integrative Learning incorporates various alternative learning techniques which focus on the importance of creating an optimal learning environment. The process draws upon research and methodology that support varied learning styles. The methods are effective for serving at-risk youth and have had a dramatic, positive impact on youth attitudes toward learning and instructor perspectives on teaching.

IMPLEMENTATION

These techniques have been piloted at Highland Residential Center. Technical assistance is provided to staff through the Bureau of Education & Employment Services to mutually develop methods consistent with the Integrative Learning concept. Fifty Division youth have taken part thus far in the integrative learning project.

❑ TUTORING

DESCRIPTION

Tutoring is individualized instruction by teachers which supplements daily basic skills instruction. This instructional method meets the needs of low-functioning youth and students who experience difficulties in larger group settings. The Division for Youth provides funding for the recruitment of qualified tutors at community residential facilities across the State.

IMPLEMENTATION

This teaching approach is used in Community Urban Homes and smaller DFY residential centers to help youth who access local education resources but who need skill reinforcement during after-school hours. Approximately 200 students benefit from tutorial services annually.

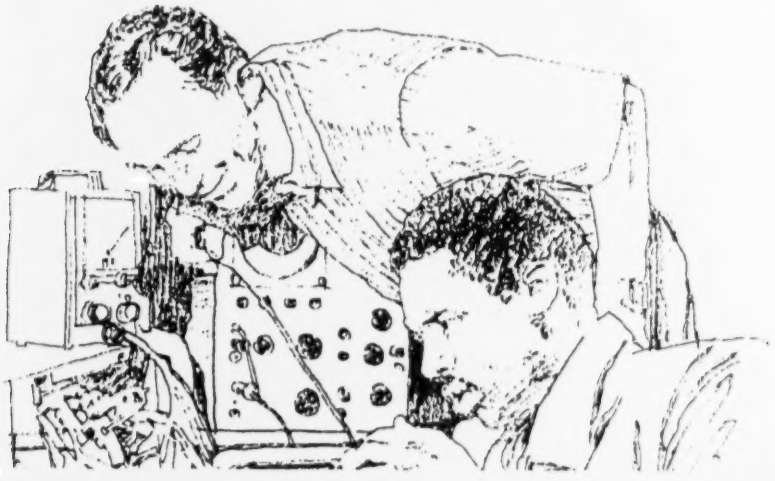
SECTION THREE

FACILITY EDUCATION SERVICES

Facility education services are designed to provide students with the skills needed to function independently in the community. A blend of services is delivered by qualified teachers and instructors to enable youth to acquire a broad set of transferrable skills for future education and employment success. The range of residential facility education services include:

- General Education
- Remedial Education
- Special Education
- Bilingual Services
- Library Services
- Recreation and Leisure
- Independent Living
- Job Readiness Preparation
- Vocational Training
- Specialized Curricula Programs
- Model Programs

The Division's school program provides an opportunity for youth to believe that the educational process can work to their benefit. For this to occur, creative teaching strategies, curricula and special projects are woven throughout all subject areas to motivate students to learn. Education services strive to maintain this level with students so they may acquire, in the relatively brief length of time they are placed in residential programming, the academic and vocational skills necessary for successful re-entry to the community.



GENERAL EDUCATION

In keeping with the DFY philosophy that formal education is a major part of habilitation, all youth are required to participate in an education/employment program designed to meet their individual needs. All Division youth attend a structured general education program during their placement with the Division. Each facility has a school program and staff to provide instruction. The general education program consists of a core curriculum with electives which vary throughout the facility system. Electives include art, music, social living skills, cultural awareness and other alternative programs where such needs and interests of the students have been identified. As with the core curriculum, electives must be comparable or equivalent to approved syllabi established by the NYS Education Department (SED).

Students are afforded five and a half hours of instruction per day from September through June, with an additional seven-to-eight week summer component. All DFY schools are governed by the regulations of the State Education Department. SED conducts site visit reviews to ensure compliance with these regulations.

On average, 8-10 students are in each general academic class. This number is kept as low as possible to facilitate individualized instruction and allow for appropriate supervision and security.

All youth are scheduled into a program based upon their individual needs identified in the IEEP. General academic needs are determined by the Woodcock-Johnson Psycho-Educational Battery upon admission to a Division facility. This standardized test battery provides a means for assessing reading and math achievement levels and provides a starting point for determining program needs.

Education services are also available for the enrichment of students. Initiatives such as the "Academic Olympics" as well as poster and essay contests focusing on environmental concerns, provide opportunities for those students who are gifted or have special talents.

CORE CURRICULA AREAS:

- **ENGLISH**
- **SCIENCE**
- **HEALTH EDUCATION**
- **MATH**
- **SOCIAL STUDIES**
- **PHYSICAL EDUCATION**

Special efforts are made to provide students with a sense of accomplishment and to strengthen motivation towards continuing their education upon release from the Division. Several of these efforts are outlined on the following pages along with the number of youth served through these programs:

❑ REGENTS COMPETENCY TESTS

Regents Competency Tests (RCT) are tests in the basic skills of reading, writing and math as well as the content areas of science and social studies that are used by the State to assess pupil proficiency. The tests are administered to ensure that all students develop adequate skills before graduation from high school and to aid in the transferability of credits to other schools. A DFY facility may provide an RCT program directly or through a local school district. Guidelines are established by SED to determine the most appropriate student age and grade for taking the tests. For the most recent data currently available, during the 1988-89 school year:

- 362 youth, or 65% of those who took the RCT in writing passed this test;
- 335 youth, or 57% of those who took the reading test passed;
- 392 youth, or 42% of those who took the math test passed.

These figures compare favorably with N.Y.C. eleventh graders who, within a ten month school year, scored 62.4% in writing, 58.2% in reading, and 56.4% in mathematics.

❑ HIGH SCHOOL EQUIVALENCY PROGRAM (GED TESTS)

The General Educational Development tests are used by the High School Equivalency Program to assist people who have not completed a formal program leading to graduation. DFY youth are afforded an opportunity to qualify for a high school equivalency diploma when SED guidelines are met and it can be demonstrated that the diploma can be an integrative part of the youth's total rehabilitation program. The Division has negotiated with SED to approve eligible DFY facilities as GED test centers, making it possible for students to take the test at the facility. The facility can also arrange with a local test center to provide access for Division students. During the 1988-89 and 1989-90 school years, 43% (238 students) of those that took the GED, obtained their high school diplomas.

❑ COLLEGE PROGRAM

Division facilities have made arrangements for eligible students to take college courses and earn a degree through local colleges. These programs provide opportunities for the Divisions older, more capable students to benefit from enriched services that build upon the youth's treatment plan. Fifteen students at Brookwood and Tryon School earned college credit during 1989-90.

❑ GENERAL EDUCATION: STRUCTURE

Education Supervisors and Coordinators manage the facility-based general educational program. This includes ensuring that youth have access to in-house and/or community programs that are consistent with individualized student plans.

DFY's Bureau of Education and Employment Services acts as a liaison with the State Education Department to ensure compliance with State regulations. The Bureau collaborates with facility staff to develop education and employment programs, as well as policies and procedures. They also approve facility education and employment plans and provide technical assistance to facilities and community residences in education and employment-related areas.

❑ GENERAL EDUCATION: RESULTS

A review of empirical data shows Division for Youth education programs result in significant student gains in reading and math. The Division analyzed pre-and post-test math and reading scores on a select sample of residents to evaluate the general educational program offered throughout the its residential system. Each youth in this study was administered the Woodcock-Johnson Psycho-Educational Battery in mathematics and reading. Post-test results were collected for approximately 1900 youth over a four-year period covering 1987-1990.

Normal Curve Equivalents (NCE's) were used in place of "grade levels" to more easily aggregate and average scores. NCEs have a mean of 50, which translates to being exactly at grade level. In other words, if a student scores an NCE of 50, he or she is achieving at grade level. A score below 50 signals below-average achievement levels or below-grade-level performance. A score greater than 50 indicates a student performing above grade level in comparison to others.

Division youth produced a mean pretest NCE of 31.4 for reading and 26.6 for math. This indicates that Division youth, upon admission to DFY educational programs, are achieving far below grade level in both reading and mathematics. These scores are among the lowest in the nation, illustrating the severe deficits faced by Division youth upon entry into the system. Post-tests produced a mean NCE of 36.3 on the reading test, and 32.7 on the math test.

These gains indicate that the educational program offered in DFY residential facilities produce changes in the educational achievement of DFY youth above those that would have been expected had these same youth been enrolled in the public school system.

representing statistically significant NCE gains in reading (4.9 NCEs) and math (6.1 NCEs).

A comparison was made of NCE gains of youth enrolled in DFY-operated programs and youth attending public school. Although youth receiving DFY-operated services pretested lower than youth receiving community school services, their gains were higher for both reading (4.9 vs 1.3) and math (6.1 vs. 1.7).All NCE gains greater than zero demonstrate positive programmatic effects.

The scores do not suggest that Division instruction raises reading or math grades of court-placed youth to a level equivalent to the average population. It is unrealistic to expect four to ten months of instruction to raise student levels to a point that takes the general population years to achieve in high school or adult education programs. However, the data does illustrate that hard-to-serve youth populations, under certain conditions, can learn at rates equal to or greater than the general population.

REMEDIAL EDUCATION

Division for Youth remedial education programs, for all facilities with an in-house education program, are designed to provide intensive instruction to meet the diagnosed needs of youth requiring additional assistance in reading and math. Primarily Federally funded through Chapter 1, the remedial education program serves youth primarily between the ages of 13-18, over and above the general education program provided primarily through State funds.

Youth receiving remedial services have been diagnosed as perform-ing two or more grade levels below their expected grade placement. Remedial class sizes average six youth per session, to provide intensive and individualized instruction based on each student's needs. The DFY remedial component complies with Public Law 100-297 and Federal Rules and Regulations for the Chapter I Program for Neglected or Delinquent Children.

The reading program is designed around the "whole language approach." The focus of whole language is on meaning and not on language itself. The whole language approach uses a set of concepts such as critical reading, vocabulary development and composition writing that comprise the curriculum as the organizing element for reading instruction. This is in keeping with the educational methodology upheld by the National Commission on Excellence in Education.

The DFY math program is an instructional system that enables the teacher to identify each student's math needs and to prescribe appropriate instructional activities to address skill deficiencies.

Ongoing testing allows the student to participate in program planning by demonstrating skill areas that have been mastered and identifying those for which instruction is needed.

Remedial education staff participate in case management reviews and encourage congruence with other education staff to develop a cooperative instructional approach. To enhance reading and math instruction, innovative teaching strategies, such as interactive videos and computer-assisted instruction, are used to supplement other classroom activities.

❑ REMEDIAL EDUCATION: STRUCTURE

Chapter I funding enables the Division to staff facilities with additional reading and math instructors over and above the State-operated program. The teachers must possess valid New York State certification in the teaching specialties of reading or math. Each Chapter I reading and math teacher administers and evaluates reading/math tests, helps develop the IEEP, and monitors student progress in addition to providing instruction. Instructors help to develop curricula suitable for individualized instruction, provide support to other educational staff and provide training in various reading methodologies.

Chapter I Central Office Staff include a Project Coordinator, a Curriculum Content Coordinator in Reading, a Curriculum Content Coordinator in Math and a Library Services Coordinator. Technical assistance, curriculum development and training are provided to all facility Chapter I staff by the Curriculum Content Coordinators. The Project Coordinator provides on-site assistance to facility administrators and serves as liason with the State Education Department in the management of the grant.

❑ REMEDIAL EDUCATION: RESULTS

Every Division student is given the Reading and Math Achievement Clusters of the Woodcock-Johnson Psycho-Educational Battery upon first placement in a DFY facility. In addition, youth receiving remedial education services are provided in-depth diagnostic testing. This diagnosis consists of the administration of the "Degrees of Reading Power" (DRP) in reading and portions of the Random House High Intensity Learning System (HILS) placement test in math.

Using these diagnostic instruments as an evaluation tool, the following instructional objectives were met in 1989-90 by Division students in remediation programs for whom pre-and-post tests were collected:

MATHEMATICS

Instructional Objectives	Criteria for Success
1) Students are able to apply computational skills to solve a practical problem. **WORD PROBLEMS** 2) Students are able to apply simple algebraic formula to solve word problems. **SIMPLE ALGEBRA** 3) Students master specific identified skills, progressing through mathematical operations to higher skill levels. **COMPUTATION SKILLS**	90% of students in program demonstrate mastery on 75% or more of the skills for which they were given instruction. Mastery is measured by HILS tests for specific skills. A failed pre-test results in instruction on that specific skill. Post-test measures mastery. Mastery of several skills indicates student progress.

Approximately 85% of facility Chapter I math programs achieved the math criteria for success. **This indicates that 90% of students in these facilities have demonstrated competency in word problems, simple algebra, or computation skills.** These are all areas which previously had been diagnosed as deficient.

READING

Instructional Objectives	Criteria for Success
1) Students will improve skills in critical reading and vocabulary development. **COMPREHENSION**	Students will gain .1 to .4 DRP units* growth per month; dependent on skill deficiency
2) Students will use writing activities (including word processing techniques) in a well organized, clear manner. **COMPOSITION WRITING**	State mean score of 65% or above in New York State Regents Competency Test in Writing

* Funded programs such as Chapter I frequently are required to use Degrees of Reading Power (DRP) tests which cover appropriate content at an appropriate level of difficulty.

DRP units form a scale of readability using a range from zero to 100 units. While grade score equivalents are not used with DRP scales, an increase of even 4 DRP units per year shows a statiscally significant increase in reading level as shown in grade scores. DFY students in the Chapter I remedial reading programs far exceed the minimum expectation of an increase of 4 DRP units over a 10-month period. **The average DRP gain for the facilities operating Chapter I reading programs was 8.3, as compared to the expectation of 4.0.**

Videos and computer technology have proven to be effective remediation teaching aids in working with facility youth. The following two initiatives illustrate how Division remediation has benefitted through these technologies:

IBM PALS

Lansing and MacCormick Residential Centers, and Harlem Valley Secure Center, have IBM PALS computer laboratories. These labs are multi-terminal with a variety of stand-alone software and interactive video disk programs using the IBM InfoWindow technology to instruct students in reading, writing and math. This technology is also employed to help DFY youth learn about AIDS and Substance Abuse Prevention. Through simulation exercises, youth can interact with the computer to learn at their own pace in a highly motivational program.

Networked computer labs have been developed at Highland Residential Center, Buffalo Residential Center and Tryon School. These programs use computer assisted instruction to actively engage students and provide teachers with a ready means of monitoring student gains on a weekly basis.

G.E.R.I.S. PROGRAM

A Graphic Expression Reading Improvement System (GERIS) has been established in the reading classroom at Brookwood Secure Center. GERIS is a language and communication arts program developed by the State Education Department to help students learn language, reading and writing skills through the use of video production technology. The students write scripts for news broadcasts, plays and stories, and use the video equipment to record them.

Through this hands-on program, students develop critical thinking skills and learn to approach academic subjects as a highly motivational instructional experience. Some of the most reluctant students have become more involved in their educational planning as self confidence is enhanced through successful application of this program.

These technology-oriented ventures generally require a good deal of funding, intensive technical assistance and training. However, it is believed that the development of this technology and its implementation in DFY schools are needed to address the serious deficiencies facing Division youth and to interest them in their future academic plans.

SPECIAL EDUCATION

Included in the Division's child care responsibility is the task of developing and operating educational programs that are equivalent and comparable to those programs in the community. Therefore, the structure of DFY's special education program is designed to be consistent with other New York State special education programs in noncorrectional settings, as mandated by the Commissioner of Education's Part 200 Regulations. At each facility, the Committee on Special Education (CSE) determines the existence and nature of student handicapping conditions, thereby determining which students are eligible for special education services. An initial instructional program is then designed by the CSE for each child deemed eligible for service. The special education teacher implements and refines this plan. This process is applied to roughly 30% of the total DFY student population.

In its efforts to fully implement the Part 200 Regulations, the Bureau of Education and Employment Services is faced with a unique situation. This is due to the fact that Part 200 Regulations best accomodate students in ten to twelve month academic programs. However, the length of stay for a student in a DFY facility is sometimes as brief as four months.

DFY teachers, administrators and psychologists report that these abbreviated stays are a major impediment to the delivery and evaluation of special education services. Delivery is often affected in that the special education teacher does not have the student long enough to fully implement the youth's instructional program. Evaluation is affected in that student transfer on short notice often makes it difficult or impossible to perform adequate post-testing.

The rights of children with handicapping conditions are mandated by State and Federal law. The Division for Youth adheres to these mandates as reflected by the program components outlined below:

COMMITTEE ON SPECIAL EDUCATION

The Division operates primarily through the functioning of Facility Committees on Special Education (FCSE) which are analogous to local school Committees on Special Education (one Regional Committee is in place). The Facility Director or DFY Central Office management must appoint a committee (FCSE or RCSE) to include appropriate staff for the purpose of evaluating student needs and developing school recommendations.

Students are considered eligible for special education if they are:

- designated handicapped by a local Committee on Special Education prior to entering DFY, or
- designated handicapped by one of the DFY Committees on Special Education.

Upon completion of an instructional plan by the CSE, the facility special education teacher assumes responsibility for the implementation of the student's program.

SPECIAL EDUCATION INSTRUCTION

The Division for Youth operates two types of special education classrooms: resource rooms and special classes. Instruction is individualized in both types of settings. Each student works within a program designed to help overcome the basic disability that has prevented normal educational progress.

Time of instruction and the number of classes scheduled for the student varies according to need. As the youth moves through the resource room or special class program, the activities increasingly parallel those of the regular curriculum to facilitate mainstreaming.

Resource rooms are operated for students in need of specialized supplementary instruction in an individual or group setting for a portion of the school day. Resource room groups are limited to five students per class and are instructed by a certified special education teacher.

A **special class** is a setting in which CSE students are grouped together because of similar educational needs for the purpose of receiving a special education program. Special classes are limited to 12 students per setting and are instructed by a certified special education teacher and a teacher assistant.

❑ SPECIAL EDUCATION: STRUCTURE

As with the general education program, Education Supervisors and Coordinators have supervisory responsibility over facility special education programs, with technical assistance and supportive funding provided through the Division's special education grant. All Division special education instructors and teacher assistants are certified by the N.Y. State Education Department.

Federal funds support psychological and therapeutic services (such as speech therapy) as well as Central Office management functions. This funding makes it possible for Central Office to provide assistance in the following areas:

- Committee on Special Education development with respect to full compliance with SED Part 200 Regulations;

■ Provisions for consultants to meet specialized student needs (such as speech therapy;

■ Computer-assisted instruction technical assistance and training;

■ Teacher training and technical assistance to ensure compliance to Part 200 Regulations.

❑ SPECIAL EDUCATION: RESULTS

The following information highlights the scope of Division special education efforts.

■ A DFY special education population of 695 youth was reported on December 1, 1989.

■ Approximately 1400 students were served during the 1989-90 academic year. The discrepency is a result of the high turnover rate within the facilities.

■ At present, there are 32 special education classes in 21 facilities. Of these, 23 are resource rooms and 9 are special classes.

The numbers of students requiring special education services and the number of classrooms which provide those services are expected to continue to grow.

An indication of the degree to which Individualized Education Plan (IEP) objectives are met can provide insight into the efficacy of a special education program. The following table pertains to the percentages of objectives achieved in the DFY special education program during the 1989-90 school year:

PERCENTAGE OF IEP OBJECTIVES ACHIEVED

% of IEP objectives	80%-89%	90%-99%	100%	Total above 80%
% of students achieving objectives	32%	19%	15%	66%

These figures indicate that fully two-thirds of the youth receiving DFY special education services achieve 80% or more of their stated IEP goals. One-third achieved 90% or better. These numbers reflect very favorably on the quality of DFY special education programming.

Another measure of program efficacy is pre-test/post-test measurement of standardized test scores. The test used for this purpose by DFY is the Woodcock-Johnson Psycho-Educational Battery. It should be noted that the relatively short time in which students are served at any one facility creates a situation where evaluation of student progress is difficult. Moreover, the use of standardized test results with a special education population is

especially problematic; test results reflect the product of instruction (i.e., achievement) without regard for the learning process. Nevertheless, in this case, comparison of 1989-90 pre-test/post-test scores indicates more student progress than would normally be expected of children with handicapping conditions. The results for youth who received both pre- and post-tests are:

Math	Pre-test	Post-test	Growth
Raw Score	506	515	+ 9
Grade Level	5.3	6.2	0.9
Reading	Pre-test	Post-test	Growth
Raw Score	480	496	+16
Grade Level	3.0	4.2	1.2

These findings indicate that children served by the DFY special education program are progressing at a rate of at least one year's growth for one year of instruction. Again, in light of the fact that the children served are educationally handicapped, these results are significant.

It is sometimes difficult to illustrate the extent to which Division youth are deficient and equally difficult to indicate the steps which are taken to address these needs. The case study below presents a different vantage point for demonstrating the nature of Division special education services:

CASE STUDY: JACQUELINE

Jacqueline, a 15 year-old resident at Lansing Residential Center, entered the facility with multiple educational deficits. These deficits resulted in severe acting-out behavior that hindered efforts to address her educational problems. After several attempts at remediation to address her academic and social needs, Jacqueline was referred to the Committee on Special Education on the suspicion of a learning disability. Initial testing on the Woodcock-Johnson Psycho-Educational Battery indicated a beginning first grade level.

Jacqueline was classified and began an intensive individualized program. She was instructed by two different special education teachers each day for four periods. She could not read or write most letters of the alphabet, so instruction was very basic. A sandbox was used as the initial instructional tool to help her with her letter identification. With the sandbox, she was able to trace the letters of the alphabet to help identify the letter and support retention.

Over the course of the year, Jacqueline was able to master the letters of the alphabet, begin phonetic instruction and eventually work into a whole language approach to reading. In a twelve-month period, Jacqueline's scores on the Woodcock-Johnson Battery increased 1.4 years in Reading, 2.6 years in Math, 1.4 years in Written Language and 2.4 years in Knowledge. She feels good about herself, is interacting with her peers in a positive way, and helps other youth entering the program with similar deficits.

BILINGUAL/BICULTURAL EDUCATION

The Division for Youth's population consists of a variety of cultures. Differences exist not only among these cultures but also within them. These differences can hinder communication and lead to misunderstandings in residential living and work situations. Students with Limited English Proficiency (LEP) can also face language barriers which inhibit academic achievement. These students may require tutoring or other specialized instruction to strengthen language skills. Latino youth comprise 17% of the total DFY population. Based on a background questionaire administered to Latino students, it is estimated that 85% speak Spanish or a combination of Spanish and English in their homes.

The Division's Bilingual Program addresses these concerns by providing remedial assistance to LEP students and helping youth increase their understanding of different cultures. As part of the Chapter I Project, bilingual/ bicultural education programs at Parker Residential Center and Harlem Valley Secure Center provide instruction in English as a second language to address basic literacy skills. Spanish instruction is provided to expose students to their home language and improve the students' attitudes toward learning. Students are taught in both languages to facilitate a smooth transition from bilingual to the English language instructional program.

A social studies component maintains students' self-esteem and cultural pride by offering the opportunity to study and learn about Latin American civilizations and cultures. Activities such as African -American Month and Hispanic Awareness Month similarly enable students to increase their awareness of cultures and are promoted throughout the Statewide system.

❑ BILINGUAL/BICULTURAL: STRUCTURE

Bilingual resource teachers at Parker Residential Center and Harlem Valley Secure Center help design programs that aid LEP youth in developing a positive self image, and strengthen language development and cultural awareness. Students are evaluated on a regular basis and information is shared throughout the education component.

The Division's Bilingual Program Coordinator manages this effort by providing technical assistance and sharing resources. Training is provided in the assessment of student progress. In addition, innovative initiatives are shared with facilities throughout the system.

❑ BILINGUAL/BICULTURAL: RESULTS

Approximately 200 students were served in the bilingual education programs at Parker and Harlem Valley Residential Centers in 1989-90. The case study of Eduardo A., a student at Parker Residential Center, more fully illustrates the gains made by students in these programs:

CASE STUDY: EDUARDO

Eduardo is a 13 year-old Puerto Rican American youth who was placed at the Eddie Parker Residential Center. Upon arrival, he demonstrated a lack of interest in school and rejected all attempts to identify him as a Latino of Puerto Rican extraction. This denial of identity continued for a brief period subsequent to placement in the bilingual/bicultural program, where he received instruction in his native language, English, as well as Latin American and American civilization and culture. As time passed, gradual changes were observed in the youth's attitude; from one of complete rejection of his background to one of full acceptance and an almost "fanatical" desire to learn all that he can about Puerto Rico and Latin America. In addition, a significant change in overall attitude and behavior in all aspects of the Parker Center school and residential program was observed. This resulted in higher grades and the type of behavior which enabled him to progress without interruption toward his release from DFY custody.

LIBRARY SERVICES

Division youth have often lacked exposure to recreational reading materials that match their reading levels and hold their interest. Adolescents with special remedial problems are a difficult target group to attract for reading and those with emotional problems are a greater challenge. The Division's library services have consequently been designed to promote literacy, the enjoyment of reading and the enhancement of comprehension. Strides have been made for Division libraries to make available resources and activities that contribute to lifelong learning while accomodating a wide range of different learning styles.

The resources available in Division libraries vary throughout the system. A Central Office Library Coordinator selects appropriate material for general distribution and assists facilities in networking with local community library systems. The long range plan for Library Services is to function as the information center of the school, enabling students in remediation programs to be scheduled for additional library time to apply skills learned in classroom instruction.

❑ LIBRARY: STRUCTURE

A qualified staff member at each facility in-house school program supervises library services either part-time or full-time. The assigned facility library services coordinator helps select materials and establishes relationships with local libraries to arrange for loans, traveling exhibits or youth visitation if appropriate.

The Division's Library Coordinator, working with designated facilities, establishes relationships between the reading specialist and content area teachers to add depth and dimension to the total core program. The Coordinator selects library resources and trains staff to provide library instruction. Guidelines are also provided for the library program to assist students in improving study skills and further support the remediation component.

❑ LIBRARY: RESULTS

A number of library collections have been selected and distributed to facilities for their use including:

- The Chelsea House Biography Series presents role models through a series of biographies of famous African-Americans, Latinos and women.
- The Steck-Vaughn Publishing Series addresses student deficiencies in science, geography and culture through a series of low reading level fiction and non-fiction titles.
- Rosen Publishing provides students with relevent material at low reading levels through a series on using coping mechanisms (e.g., "Coping with Teenage Motherhood").
- SVE Publishing introduces students to resources in the library through a video series using a rap music format.

Through additional purchases of such periodicals as Newsweek, and books recommended by the American Library Association's Young Adult Services Division, the Division has taken steps to supplement classroom instruction. The successful use of these

resources depends on the degree to which students access the facility library. As part of a pilot project, a library log was used to record library use at five facilities. An average number of contacts per month in each of these facilities is listed below, followed by the average number of youth in each residence:

Annsville	55 (65)	MacCormick	50 (65)
Industry	104 (125)	Tryon Girls	18 (18)
Lansing	20 (55)		

Approximately 75% of Division youth residing at the five pilot sites have been introduced to library services, increasing familiarity with materials for strengthening reading.

RECREATION & LEISURE

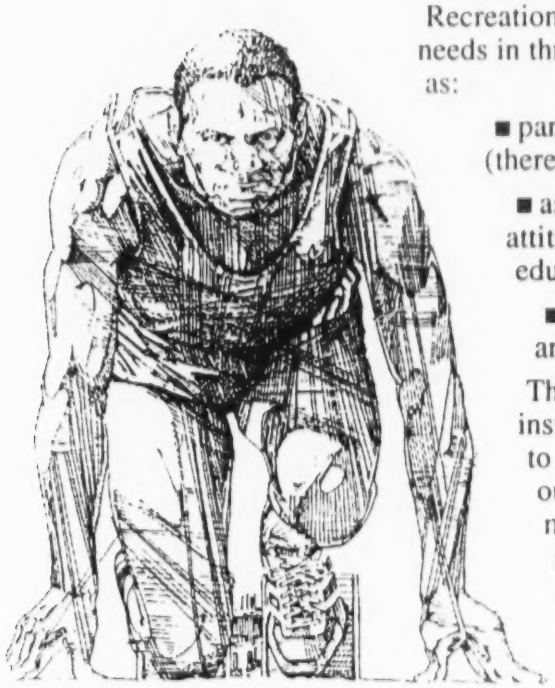
Delinquent behavior can be viewed as a misdirected use of an adolescent's time and activities. For those unable to find acceptable forms of adventure, the alternatives can often be shoplifting, purse-snatching, harassment, or other activities which despite their anti-social outcome, provide a sense of excitement or pleasure. The Division recognizes that to prevent delinquency, constructive management of a youth's time and behavior is paramount. In addition, to ensure ongoing positive youth development, constructive free time activities are essential.

In DFY facilities, youth learn age-appropriate recreation skills, behaviors and attitudes through comprehensive physical education and recreation programs. Physical education classes concentrate on teaching youth the motor skills needed to participate in the various recreational activities. These classes follow the guidelines set forth by the New York State Education Department. Youth Recreation Specialists in each facility function in a dual capacity: teaching physical education and managing the recreation program. The Specialists work as part of a treatment team responsible for promoting the youth's social, mental, emotional and physical development.

"When we (the unit) don't have enough recreation activities, we get into trouble because we get bored. When I got bored at home, I always ended up getting into some kind of trouble."
Tomica, age 16
Tryon Girls Residential

Recreational programming may include the following categories:

Activity	Examples
Team sports	volleyball, basketball, soccer
Individual Sports	running, weightlifting, aerobics
Outdoor Activities	gardening, camping, fishing
Community Activities	theater, cultural events
Arts, Crafts, Hobbies	model building, painting, sewing
Table Games	video games, ping pong
Participatory	band, drama group



Recreational programming addresses student needs in three different ways and can be used as:

- part of the student's treatment (therepeutic),
- as a way to develop pro-social leisure attitudes, values and skills (leisure education), or
- as a means for enhancing physical and mental well-being (conventional).

These three areas overlap and in many instances the same activity can be used to achieve significantly different outcomes. For example, residents may be placed on the basketball team for the therapeutic purpose of developing their skills in communication, teamwork and assertiveness. At a later time the same individuals may play basketball simply for enjoyment.

❑ PHYSICAL EDUCATION: STRUCTURE

Youth Recreation Specialists in 27 facilities administer the Division's recreation and physical education programs. As a part of the facility treatment team, the Specialists identify youth needs and develop a plan in concert with other service providers. The Bureau of Education and Employment Services provides technical assistance in developing programs and specialized curricula. In addition, training is provided to Specialists and related facility staff in topics which enhance recreational programming.

❑ PHYSICAL EDUCATION: RESULTS

The following information indicates the scope of the Division's recreation and leisure programs:

In 1989-90, Division recreation programs served 1,600 residents in 27 facilities, helping these youth to strengthen physical skills and gain constructive alternatives to delinquent activities.

While these figures provide some indication of the breadth of the recreation and leisure program, they do not capture the creative programming and interdisciplinary services that occur in these facilities. These services provide additional opportunities for

physical, social and cultural development. Therefore, several examples of model residential recreational programs are outlined below to help illustrate the types of services these youth receive while in the Division's care:

Many Division youth have never had the opportunity to utilize their skills and talents in an organized sports program. The **"Olympics Program"** was designed to address this need and provide a positive environment for competition and fun. Over 20 Division facilities participate in this regional competition. The Olympics consist of track and field events consistent with public high school track meets. The events help stimulate students to set goals, develop a sense of self-discipline, and learn to communicate within a team framework. Approximately 450 youth participated in these regional Olympics during 1989-90.

Division youth placed at Lansing Residential Center have an opportunity to participate in the **Wellness Program** which provides youth with specialized counseling and activities in fitness and nutrition. An individualized plan is prescribed to assist youth to gain a better understanding of the relation between exercise, nutrition and total wellness. Approximately 75 students have been served through this program in 1990.

Division youth identified as substance abusers and placed in specialized facility treatment programs require recreational services as part of a holistic treatment program. The **Goshen Secure Substance Abuse Program** includes a specialized recreational program which is an integral component of the student's treatment plan. Recreational activities are designed to supplement substance abuse counseling by providing instructional activities which enhance: team building, communication and trust, perceptual motor development, and cooperative sports. Currently, the program serves 18 substance abuse unit residents and plans are underway to replicate the program at other sites.

INDEPENDENT LIVING SKILLS

Most Division students have had little or no opportunity to learn the competencies needed for self sufficiency, particularly the skills needed for seeking and maintaining employment. These young people often experience the frustration of rejection in the labor market, which in turn can lead to their discontinuing job-search activities. The most critical consequence of this action is the increased possibility of further involvement in delinquent behavior. Consequently, the Division established the Independent Living (IL) Skills Program at seven facilities to help youth ages 16-18 gain skills in the following program areas:

- managing personal finances;
- seeking employment;
- developing parenting skills;
- understanding relationships;
- accessing community resources;
- structuring use of leisure time;
- utilizing transportation, and
- managing personal living environments.

A curriculum was developed which integrates life skills with basic academic skills through a combination of group and individual instruction. Innovative equipment, furnishings and instructional methods have been selected to facilitate the attainment of life skills.

In 1990-91, two new features will be added to the Independent Living Program. A mentoring component will be added to promote one-to-one relationships between students and mentors while providing youth with a positive role model available to advise, coach, counsel and teach. In addition, the Independent Living Program will provide Cultural Awareness Training. Through this training, the concept of cultural awareness will be woven throughout the entire curriculum to enable students to gain a better understanding of regional, ethnic and religious diversity.

❑ INDEPENDENT LIVING: STRUCTURE

Each youth in the seven participating facilities (Brooklyn YDC, Buffalo YDC, Syracuse YDC, Bronx Residential Center, Auburn Residential Center, Adirondack Residential Center and Willowbrook Residential Center) receive up to six hours of Independent Living instruction per week as a supplement to their daily education schedule. Vocational Specialists or other designated staff conduct the program at the facility in accordance with the student's treatment plan.

An IL Coordinator and two assistants provide training, curricula development and ongoing technical assistance to the sites. In addition, these staff maintain liaison with the N.Y.S. Department of Social Services, the funding source for the Project, to ensure effective management of the grant.

❑ INDEPENDENT LIVING: RESULTS

The following outcomes represent results of the Independent Living Program through June 30, 1990, the first six months of actual program operation:

- The Independent Living Skills Program served 147 youth in 1989-90.
- Based on a review of pre- and post- test data, 53 youth (36%) gained competencies in two or more program areas.
- Initial results seem to indicate that the longer a youth remains in program, the greater the likelihood of attaining additional competencies. Of 14 youth who remained in the program for four months, 8 students (57%) gained competencies in four program areas.

A key ingredient to the Independent Living Program has been the use of creative approaches which were designed specifically for participants preparing for community re-entry. The following illustrates how these approaches are used to gain competencies through the program:

CASE STUDY: BRAD

Brad was a 16-year old youth residing at Adirondack Residential Center. He had little prior experience in obtaining employment and lacked proficiency in other life skill areas. He was placed in the Independent Living Skills Program and received instruction in four program areas including employment, money management, home and housing management and transportation. During his enrollment in the program, a "Starter Portfolio" was developed for him, containing important documents such as a birth certificate and working papers useful to Brad in his eventual transition to the community. As a result of mastering competencies in the employment program area, Brad was provided an on-grounds stipend job as a Woodshop Maintenence Assistant.

Creative approaches were used throughout instruction in all program areas. Brad participated in "The Thinker's Workshop" conducted at the beginning of each class. This intervention is a group activity that encourages youth to problem-solve and rewards youth for originality and creativity. In addition, at the conclusion of each class, Brad was involved in the "Life Puzzle". This exercise follows a life skills lesson and is designed to reinforce practical skills for application in the community.

Brad was able to obtain competency in all four program areas through classroom instruction enhanced by creative approaches. Since his release, Brad has continued to use these skills by obtaining training through the County employment and training agency and by re-entering the public school system to obtain a high school diploma.

JOB READINESS PREPARATION

Division youth have a multitude of problems and barriers affecting their employability. They are frequently unfamiliar with the basic rules and mores of the work world, have a history of failure that has resulted in low self-esteem, and are usually more than two years behind in age-appropriate grade level in academic achievement. In addition, Division youth often lack pre-employment skills such as the ability to complete a job application.

The Division's vocational programs are therefore developed to provide students with a broad range of services that will enhance their employability. Upon entry into a facility, youth are helped in the development of an employability plan, are introduced to vocational counseling, and are provided Job Readiness Instruction. These early interventions are designed to help students consider their future employability and introduce competencies they will need to obtain future employment. As students acquire these initial skills, they are provided additional opportunities, through vocational shops and work projects, to gain experience and "real world" exposure to the workplace.

The occupational education services typically provided within the first 30 days of residential admission set the stage for future program experiences which prepare youth to be job-ready. They include:

VOCATIONAL ASSESSMENT

This component is designed to determine pre-employment skill strengths and weaknesses through a standardized written test in combination with student interests and abilities identified through interviews with staff.

EMPLOYABILITY DEVELOPMENT PLAN

Based on information obtained from assessments, a vocational plan is developed through which problem areas are identified.

JOB READINESS INSTRUCTION

This is a classroom activity built into the school day, primarily using the Preparation for Employment Curriculum (developed by the Division) to assist youth in gaining pre-employment competencies such as job search techniques and goal setting.

VOCATIONAL COUNSELING

Counseling in the Division is provided on an on-going basis through individual and group settings as well as through informal discussions to relieve employment-related problems.

SUPPORTIVE SERVICES

Services such as health and remedial education are provided to all Division youth to ensure that they are able to receive the full benefit from vocational program involvement.

❑ JOB READINESS PREPARATION: STRUCTURE

A Vocational Specialist is responsible for the overall supervision and coordination of vocational service programming. As the pivotal person in every aspect of facility-based employment activity, the Specialist performs a full range of tasks which include:

- administering and evaluating youth assessment outcomes;
- assisting in the development of youth treatment plans;
- conducting vocational counseling;
- monitoring youth progress and preparing appropriate documentation;
- teaching Job Readiness Instruction, and
- supervising vocational instructors.

Staff from the Division's Bureau of Education and Employment Services provide facility personnel with technical assistance related to program and curriculum design. These staff review statewide vocational needs and develop strategies for addressing them. In addition, they are responsible for ensuring that quality occupational education services are provided.

❑ JOB READINESS PREPARATION: RESULTS

The Division performed an evaluation of pre-employment competency training in 1989. The study compared pre- and post-test scores from a sampling of students who had taken the "Pre-Employment Competencies Test". It is clear from the data that clients enter the Division's pre-employment programs with substantial deficits in job readiness skills. For example, at pretest, 37% of students were not considered proficient in any of the five pre-employment competencies and 28% were proficient in only one area. Upon post-test three months later, these same youth averaged mastery of 2.02 competency areas per student. In addition, as indicated in the chart, student gains are made in each competency area. While these gains appear small numerically, they should be considered significant improvements in student competency, given the students' substantial academic and vocational deficits, their brief length of facility stay, and need for program intervention demonstrated at pretest.

PRE-EMPLOYMENT COMPETENCIES OF 118 DFY-PLACED YOUTH

Competency Area	Competent at Pre-test	Competent at Post-test
Job Search Skills	20.3%	31.4%
Job Securing Skills	30.5%	44.1%
Self Knowledge	8.5%	24.6%
Occupational Knowledge	17.8%	28.0%
Job Selection Skills	55.9%	74.6%

All Division youth receive vocational assessment, vocational planning, Job Readiness Instruction, vocational counseling and supportive services. While not directly affecting the number of youth served, progress has recently been made in each of these areas and should lead to improved service. These areas include:

- Developing vocational assessment tools that are coordinated with the Division's case management system. This will enable more accurate determination of vocational needs by combining pre-employment, work maturity and job skills pre-test and post-test assessment scores. This will also lead to a more accurate evaluation of student strengths and weaknesses requiring additional intervention.

- Job Readiness Instruction has been refined to be equivalent to the State Education Department's "Working Citizens" module. This has enabled Division youth to receive 1/4 credit towards the "Introduction to Occupations" course given to 9th graders enrolled in a vocational track.

- A partnership with the State Education Department has led to involvement with the TNT computer system (Technology Network Tie). In addition to allowing teachers to participate in a statewide education network, this on-line service will provide access to the Department of Labor's Job Link program. Job Link will enable vocational staff to locate job openings for youth in various regions of the State as part of vocational counseling and career awareness.

VOCATIONAL TRAINING

"Vocational training can and must be an important part of our solution to the drop-out problem. It's hands-on, experiential approach to learning makes schooling relevant to youngsters and helps them move from concrete to abstract concepts, thus enhancing academic achievement."

N.Y.S. Council on Vocational Education

Jobs increasingly require skills common to most employment situations, such as reading and writing, effective communication, dependability, problem-solving and critical thinking. Division youth have not had the opportunity and, in many instances, the surrounding environment, to successfully acquire these skills.

As a result, Division vocational training programs are designed to provide students with transferable skills for employment and personal use as they transition to their home communities. Students progress through phases of vocational training, acquiring knowledge in the rules and mores of a job, while gaining experience in a variety of training and work settings. These phases are outlined on the following page:

❑ CAREER ORIENTATION

Designed to expose students to a variety of skill training programs and help them become more familiar with the concepts, attitudes and general knowledge associated with the world of work. Students rotate through various skill training programs which include:

- Automotive Mechanics
- Business/Computer
- Building Grounds/Maintenence
- Building Trades
- Carpentry
- Drafting
- Food Services
- Bicycle Repair
- Graphic Arts
- Small Engine Repair
- Cosmetology
- Metal/Welding
- Arts/Crafts
- Horticulture
- Auto Body Repair
- Entrepreneurship

❑ OCCUPATIONAL TRAINING

Students build upon their previous orientation to the shop areas and receive instruction in safety, tools and equipment, terminology and measurements, career awareness and job specific skills. Skills training programs are staffed by Vocational Instructors certified by the State Education Department. An emphasis is placed on individualized instruction and hands-on learning.

❑ ON-THE-JOB TRAINING

Designed to strengthen work maturity competencies and provide students with more technical skills in an occupational area. Work maturity skills common to all OJT sites are:

- Dependability/Reliability (i.e., punctuality, attendance)
- Communication (i.e., reading and writing correspondence)
- Personal Relations (i.e., getting along with supervisors)
- Initiative/Productivity (i.e., effort and accuracy)

The Division operates a stipend program that provides facilities with funds to pay students for their OJT experience. Residents who have demonstrated success or positive adjustment to program areas are given an opportunity to participate in the program. Youth receive a stipend for on- and off-campus work activities up to 15 hours per week. The program is generally supervised by a Vocational Specialist who ensures coordination with the student's academic programming.

The Structured Work Experience Program (SWEP) is a more advanced OJT activity that allows students to market products and experience the relationship between work performance and rate of pay. Youth can earn money depending on their individual performance. The facility with a SWEP program, Buffalo Residential Center, must adhere to the regulations and procedures governing the sale of products resulting from vocational education.

❑ WORK EXPERIENCE

In some instances, youth progress to a level in their vocational training which enables them to have a community job where they receive at least minimum wage. This experience is infrequently used due to security concerns about Division youth working in the community and because students are not in facility programs long enough to progress to this stage. Nevertheless, JTPA summer funds have enabled students at several sites to gain work experience in the community through programs such as the Albany County Employment and Training Agency's summer project at Cass Residential Center and the Ulster County Job Training Administration effort at Highland Residential Center.

❑ VOCATIONAL TRAINING: STRUCTURE

Vocational Specialists at limited secure and secure facilities manage all facets of residential vocational training programs. This includes supervising vocational instructors, monitoring student vocational progress, managing the facility OJT program and documenting work records for transmittal to Community Care Workers upon the youth's release. In community residential homes, the Education Coordinator assumes this role, because these sites do not provide occupational skills training nor are they staffed with Vocational Instructors.

Vocational Instructors are trades people skilled in various occupational areas who impart their knowledge to students in Division vocational training programs. In addition to instructional duties, they are responsible for developing lesson plans, course outlines, curricula, and documenting student progress.

Bureau of Education and Employment Services staff oversee and coordinate facility vocational training activities to ensure quality programming. This includes conducting site visits, providing technical assistance to residential vocational staff, identifying areas in need of enhancement and recommending action to strengthen program areas.

❑ VOCATIONAL TRAINING: RESULTS

All residential students participate in the Division's vocational training programs. This includes annually:

- Approximately 1,500 in occupational skills programs gaining transferrable work skills, and
- Approximately 400 in OJT and work experience programs gaining work maturity (job keeping) skills.

These numbers do not reflect what is actually accomplished at either the skills training program or the OJT work site. The story of Carlos, a former resident at Tryon Residential Center, illustrates how the phases of vocational training are interrelated and demonstrates how they are geared towards preparing students to return to the community:

CASE STUDY: CARLOS

Carlos resisted participation in Food Services class saying "only women cook". He lacked skills, confidence and any interest at all in this class. Carlos tolerated the sanitation, measuring and recipe units. He reluctantly started participating as the class moved towards learning about "soups". His interest began to grow. Carlos began to display measuring skills which integrated his mathematics class instruction with Food Services. He finally stated "This isn't as bad as I thought; I can do this." Halfway through the semester, Carlos was participating and couldn't seem to get enough hands-on experience.

Carlos was also enrolled in Job Readiness Instruction. He initially had difficulty understanding the connection between classroom learning and a job, as he had no prior employment experience. Gradually, he was able to relate more easily to Job Readiness classroom discussions on topics such as "communication" and "productivity". Interest in this vocational area continued, as Carlos eventually chose to work in the facility kitchen as a Food Preparation Aid as he graduated into the Stipend Program. Placement in the Stipend Program provided Carlos with his first paid employment experience and, as indicated on supervisory ratings, he demonstrated proficiency in communication, dependability, personal relations and productivity.

Division Instructors have created a number of special programs that have benefitted Division youth. Here are a sample of some of these efforts:

LANSING HORTICULTURE/ARTS AND CRAFT PROGRAM

As part of the vocational education program at Lansing, students produced floral arrangements, crafts, plants and other items. These products were sold to the community and Division staff. Funds generated by these sales were reinvested in the program to enhance vocational services. In addition to learning sales skills, students also acquired knowledge in product advertising, money management and public relations.

BUFFALO RESIDENTIAL SWEP PROGRAM

The Division for Youth has an agreement with a local business to assemble bags for their bakery products. The materials are cut to pre-determined sizes, then assembled in final form. The bakery compensates the Division for assembling bags which meet their quality control standards. Resulting funds are used to pay students for their performance and are reinvested to enhance vocational programming for all residents.

CASS CONSERVATION CORPS PROGRAM

Rural facilities such as Cass Residential Center in Rensselaerville provide opportunities for students to strengthen their awareness of environmental issues. Consequently, Albany County Employment and Training provides summer JTPA funds to Cass to operate a modified conservation corps program. Work teams are established to clear trails and lands at an environmental preserve in the community. Academic and environmental competencies are attained and integrated into work projects. A forestry instructor provided by the Division ensures work component coordination with classroom job readiness and academic instruction.

SPECIALIZED CURRICULA PROGRAMS

The State Education Department requires the Division to use core curricula such as English or Social Studies for all junior and senior high school age youth. In addition, some facilities offer electives such as art or music to supplement mandated courses. However, alternative specialized curricula programs are also offered to motivate and "engage" youth that have been alienated from the traditional school system. These programs are designed to make learning fun and help the student gain a different educational perspective.

The specialized curricula programs selected below have several commonalities. They tend to be experiential and encourage students to take a "hands on" approach in their education. These programs also attempt to integrate subject areas so that basic math or reading skills might be provided along with other topics. In addition, the specialized curricula enable Division youth to receive instruction in topics that are relevent to living in today's society such as substance abuse prevention and environmental conservation.

❑ SPECIALIZED CURRICULA PROGRAMS: STRUCTURE

When facility staff identify a need for instruction in a particular subject or topic, Bureau of Education and Employment Services staff work in concert with one or more facilities to design or locate a specialized curriculum program tailored for Division youth. The curricula are implemented and refined by facility staff. BEES' staff provide training, technical assistance and evaluative services, in addition to exploring ways to replicate the program at other facilities or in communities serving hard-to-serve populations.

The specialized curricula programs described below required minimal additional funding beyond the purchase of material or provisions for training. Funds are generally made available through State or Federal grants.

❑ "INNERVISIONS" CURRICULUM

INSTRUCTIONAL NEED

A curricula was needed to address the substance abuse educational needs of Division youth throughout the agency's statewide school system. Division youth frequently have inaccurate substance abuse information and little knowledge of drug-free alternatives. A curriculum with a low reading level was required to begin educating the approximately 70% of Division youth identified as having substance abuse difficulties, as well as the remaining students at-risk of drug abuse.

CURRICULUM PROGRAM

The Division selected the "Innervisions" Curriculum used by the Washington State Department of Juvenile Rehabilitation for use in its facility drug education programs. Specifically designed for juvenile justice youth, the curriculum is an effective vehicle for addressing the drug education needs of facility residents by encouraging personal growth and providing accurate substance abuse information

The curriculum is primarily experiential, reducing the need for reading the material. Students are actively engaged to participate in discussions, role plays and group exercises.

IMPLEMENTATION

The "Innervisions" curriculum has been introduced in all facilty education programs. Facility administrators have adapted the curriculum to fit scheduling needs and have taken into account the lack of full-time health education instructors in Division schools. The curriculum is generally included as part of Health Education or used as the foundation for a 12-16 week substance abuse prevention group. The majority of Division schools select portions of "Innervisions" which can be addressed within a student length of stay which may be as brief as 4-6 months. Ongoing training and technical assistance is provided by Central Office staff to encourage continued use of the curriculum and provide supplemental learning materials. Approximately 1,000 Division youth have received "Innervisions" instruction, gaining substance abuse education competencies.

❑ ATHLETES AGAINST DRUNK DRIVING

INSTRUCTIONAL NEED

Like all young people, DFY youth need continued encouragement to make effective decisions. Role models can help this process and provide a positive influence on their lives. The leadership and physical abilities exemplified by professional athletes make them excellent role models for these youth and can help motivate students towards learning.

CURRICULUM PROGRAM

Governor Cuomo's Athletes Against Drunk Drivers Program was established to raise public awareness about the problems inherent in drinking and driving. The model enlists the support of professional athletes to speak to youth about health education and alcohol/ drug abuse.

The program has been adapted by facilities as a way to promote and "kick off" Health Education Week. Each school subject area

"Athletes often have personal experiences that they can share... They bring the problem into a personal focus. By the end of the speech, the students are really listening."
Kent Gray, Director
Athletes Against Drunk

focuses on a topic related to health education. Art classes conduct poster contests and essays are written in English class, all with a health education theme.

IMPLEMENTATION

Health Education Week is coordinated by facility education staff. Arrangements for Athletes Against Drunk Drivers and technical assistance regarding the program model is conducted through the BEES. Six facilities (Tryon Residential Center, Industry, Auburn, Cass, Brookwood and Buffalo Residential Center) are participating in the program. Approximately 600 youngsters have benefitted from this curriculum initiative, gaining health education competencies.

❑ RECYCLING PROJECT

INSTRUCTIONAL NEED

The task of educating all youth to reduce, reuse and recycle waste is becoming imperitive as we approach the 21st century. This has been underscored by John J. Poklemba, State Director of Criminal Justice Services, who recently asked the Division for Youth to identify ways in which its students could participate in recycling projects. This would enable Division youth to become more familiar with environmental issues which affect the future of our society.

CURRICULUM PROGRAM

A resource packet was developed and disseminated to all facilities to share class activities, recycling articles and related materials. The packet promotes the integration of science, technology, social studies and language arts. All materials will be updated regularly to ensure continued relevance and coordination with SED.

In addition, recycling materials will be used in concert with a program piloted by the SED's Science, Technology and Society Education Project. A module entitled "Living Responsibly With Solid Waste" will be used in classrooms over a 4-6 week period of time. Complex solid waste problems and issues are addressed in six units. The pilot project will educate students to think globally and act locally on environmental issues.

IMPLEMENTATION

Central Office staff who developed the resource packet will provide technical assistance to facilities in using this specialized curriculum program and will serve as liaison to the State Education Department. Facility personnel will implement the program at four pilot sites (Annsville, Lansing, Parker and Industry) and receive

Two students at Cass Residential Center won honors in a contest sponsored by the U.S. Environmental Protection Agency. Songs were written as part of a contest theme of pollution prevention, and were selected as the winning entries from schools throughout the New York and New Jersey area. An excerpt of their song is provided below:

"...We need to filter those smoke stacks
Keep the pollution back
And don't let it attack
our lungs
Because we don't want to die young..."

training from SED. Approximately 120 Division students are expected to participate in this pilot project and will strengthen their knowledge of environmental concerns.

❑ STORYTELLING PROJECT

INSTRUCTIONAL NEED

Division youth tend to be deficient in listening and speaking skills. These deficiencies interfere with academic skills such as reading or writing. Storytelling is a creative and lively means of addressing these deficiencies by helping students to formulate ideas verbally, learn sequence and put thoughts together in a coherent, verbal presentation.

CURRICULUM PROGRAM

A week-long series of workshops is presented by professional story-tellers to expose students to this art form. The residents prepare stories to refine writing skills and select a story to verbalize in class. Stories vary from the mythical and heroic to personal stories about friends or parents.

The focus of either format is to help students build self-esteem and poise, enhance listening and speaking skills, and develop an appreciation for stories of many cultures.

IMPLEMENTATION

The Storytelling Project, funded by the Library Services and Construction Act Grant, has been implemented at Brace, Tryon Girls, Annsville, Lansing and Brookwood Secure. The Project is coordinated through the Division's Library Coordinator. Division general and remedial education teachers supplement the storytelling workshops and work closely with the students to carve their stories into presentations. Approximately 100 students have benefitted from the week-long storytelling workshops, strengthening verbal, reading and writing skills while performing activities to build self-esteem.

❑ CIRCUS PROJECT

INSTRUCTIONAL NEED

Division youth tend to view school as a negative experience. This attitude often stems from a lack of innovative or creative instruction in a traditional school setting. These youth also do not see a connection between leisure time and learning as they fail to recognize that learning can be fun.

CURRICULUM PROGRAM

A Circus Project was developed to create a lively and stimulating environment through which youth can build upon small successes in recreational, vocational and academic areas. The program used the combined talents of all facility staff in working closely with students. Several examples of how the Circus Project is related to the Education program are provided below:

Academics

- Read different articles on the history of the circus
- Calculate the dimensions for walking stilts
- Use five vocabulary words related to the circus

Vocational

- Construct the "ring" for the circus
- Design props to use in circus activities
- Build circus backgrounds

Recreational

- Perform a balancing handstand for 30 seconds
- Ride a unicycle for 1 minute
- Walk on stilts for a distance of 50 feet

In addition to focusing on educational skills, facility staff helped students work within a team, cooperate with adults and set realistic goals.

IMPLEMENTATION

The Bureau of Education and Employment Services provided technical assistance, staff training and instructional resources to develop the Circus Project. The entire facility education and support staff at Industry organized and implemented the project. Students were exposed to the different phases of developing a circus, then selected activities to work on. The Circus was held in the summer, but plans are underway for a year-round program. Approximately 140 students benefitted from the Circus Project, strengthening academic, vocational and recreational skills as well as gaining from the experience of working as a team.

MODEL PROGRAMS

Model Division programs are developed and refined to ensure that appropriate education services are available for youth. Along with specialized curricula, these model programs offer alternatives for educating youth who have a history of failure in traditional settings. The programs are designed to help motivate and assist youth in gaining competencies needed for future education and employment success.

The models illustrated below have been selected by the Division because they apply to at-risk youth in a variety of residential and community settings. Each of the projects-entrepreneurships, Project Adventure and "Lego," reflect current state-of-the-art models currently being replicated.

❑ MODEL PROGRAMS: STRUCTURE

Model programs are developed through a collaborative effort between facility and BEES staff. Programs are implemented and supervised directly by facility staff with technical assistance and funding provided through the Bureau of Education and Employment Services. The programs are introduced by experts in the particular model and adapted for use in facilities. The models are funded through a variety of sources, including the Vocational Education Act, JTPA and State monies.

❑ ENTREPRENEURSHIP PROGRAM

PROGRAMMATIC NEED

Although school services are provided through local education programs, DFY residents need supplemental offerings to be prepared more effectively for their return to the community. These offerings should be designed to help youth strengthen transferable skills such as problem-solving, decision-making and communication.

PROGRAM MODEL

An entrepreneurship program model was developed to provide students with transferable vocational skills upon release. The model integrates an entrepreneurship software package with a curriculum designed to provide occupational education competencies and business-related skills.

IMPLEMENTATION

The Dutchess County group home is piloting this entrepreneurship program to enables residents to receive "PELT" instruction at the JTPA funded Youth Resource Development Corporation. The

"Program for the Education of Leathercraft Training (PELT) was selected by the Division for its focus on improving academic skills while allowing for the integration of leathercraft and entrepreneurial instruction.

The Youth Resource Development Corporation can enroll these youth as JTPA-eligible and make additional services available. The entrepreneurship instruction is delivered at the group home and integrated with the skills learned through "PELT." The model is soon to be replicated at residential facility sites. Approximately 35 youth will complete this program during 1990, gaining competencies in leathercrafts, basic academic skills and work maturity skills.

"The DFY Entrepreneurship Program gives students two important opportunities: to see that they have choices in life and to practice the skills needed to make those choices in a positive, non-threatening program."

Merry Gwynn
Program Coordinator
Economic Opportunities of CEI,Inc.

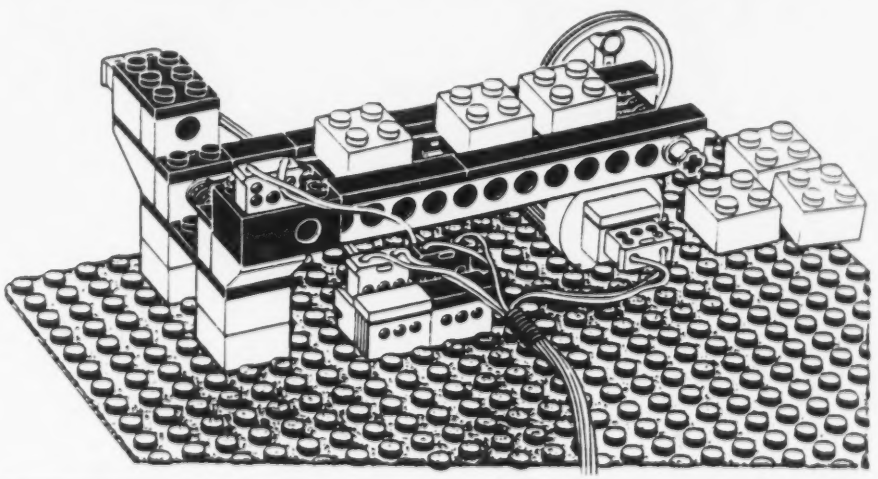
❑ "LEGO" PROGRAM

PROGRAM NEED

Youth placed with the Division benefit from programs which are creative and fun, but which provide instruction essential for success in the workforce. Transferrable skills such as creative thinking and problem-solving are needed for workers to adapt to the changing demands of technology.

PROGRAM MODEL

"LEGO/logo" is a computer-based robotics system in which students use Lego pieces to construct small machines, gears or motors. These objects are connected to a computer through an



interface box. The student not only constructs the machines, but also learns to program and manage the computer. Programming the computer is made possible through "Logo-writer", an accessible and straightforward programming language used successfully with children.

IMPLEMENTATION

The "LEGO/logo" program model will soon be implemented at Parker Residential Center targeting youth ages 13 and younger, especially non-readers or students with limited English proficiency. The model will be reviewed to determine its potential for use at other facilities serving younger populations or in residences with no formal vocational shops. Approximately 120 youth are expected to complete the LEGO program and gain increased math, science and technology skills, in addition to strengthening motivation levels to succeed in other academic areas.

❑ THE TRYON ADVENTURE PROGRAM

PROGRAM NEED

In addition to a history of failure in traditional school settings, Division youth have poorly developed socialization skills and low self-esteem. The Adventure Program follows the Outward Bound philosophy of providing challenging adventures in a non-classroom setting as a mechanism for helping youth to to grow physically, mentally, and emotionally.

PROGRAM MODEL

The Division's Adventure Program is designed to strengthen self confidence, motivate students, develop goal-setting skills, improve socialization skills, and increase reading, math, language arts and general knowledge. To achieve these objectives, the Adventure Program uses an interdisciplinary combination of the experiential method of learning and traditional academics.

The Program is 12 weeks long, with each week segmented as follows:

- 3 academic days
- 2 interdisciplinary lab days (experiential)
- 1 service project day
- 1 day for introspection

The interdisciplinary labs consist of activities, such as a rock climb, rope course or bicycle tour, to apply the skills and subjects taught in the academic classes. Academic classes are designed to allow the student to meet the State Education Department mandate of 180 minutes of instruction per course per week. Vocational classes

are established to expose youth to a variety of transferrable skills and utilizes innovative approaches such as "PELT" and "LEGO/logo". Service projects such as recycling efforts or scouting are designed to provide skills and values necessary to behave in a responsible and socially acceptable manner.

IMPLEMENTATION

The Adventure Program is being piloted at Tryon Residential Center. Twenty-four youth, divided into three groups of eight, participate in the program. The academic component of the program has an instructor certified in special education and elementary education, assisted by one Youth Division Aide as a teaching assistant. The program's experiential component uses an outdoor education specialist, assisted by one Youth Division Aide as a teaching assistant. Technical assistance related to program design and evaluation is provided by BEES staff. Twenty-four youth are served at a time through the Adventure Program, gaining academic, life skills, and career exploration competencies.

A STUDENT'S ACCOUNT OF "ADVENTURE PROGRAM" CHALLENGES

"We hiked a mile to Middle Lake where we ate lunch and talked about solo [a program component in which participants spend time alone]. I'm still afraid, but I want to try it.

We were all placed in different locations alone. I'm on one end of the lake with lots of rocks. It's beautiful. I put my tent up. Then I gathered wood for my fire. I tested my skill on making a fire. Now I am sitting on a rock across the lake. It's windy and very hot. Being alone gives me an opportunity to think about my purpose in life and what I'm going to do in life. It gives me time so that I may cry, scream or even get violent.

We were given rice, vegetables, hot chocolate, and gorp. I'll survive physically. I hope I survive emotionally. I never was completely alone with myself. It's scary.

I wrote a letter to my friend. Then I read a book. When the sun started to disapear, I started a fire to cook my dinner. Dinner was very good. The sun started to set, then staff came to see how I was doing. The fire was dying out. I decided to write a poem, when the fire perked up again. I'm surrounded with the songs of birds. It's scary, but in it's own way is beautiful. I'm sitting alone in the dark. I'm scared but I believe now that nothing will harm me."

Chris K. Tryon Residential Center

SECTION FOUR

INTEGRATION INTO THE COMMUNITY

Upon release from a facility or a group home, nearly all Division youth continue to need education or employment training. Steps are taken by education staff to prepare students for this transition. The Education Administrator along with the Vocational Specialist, collects and prepares academic and vocational information to share with Community Care Workers. Student transcripts containing a record of equivalent academic credit hours and work documents such as Social Security numbers and working papers are forwarded to the Community Care Worker to facilitate rapid placement. The material helps Community Care Workers to place students in the appropriate setting and enable the placement site to build upon the initial academic and vocational gains made by Division youth during residential stay.

A study was recently conducted by the Division's Office of Research and Evaluation to determine the degree to which youth in community care are involved in appropriate school and work related settings. Nearly eighty percent of the 768 youth included in the study were participating in school, job training, or work. Most of the youth were either high school graduates or had a GED and were working full time, or they were attending school full time.

As part of the Division's continuity of care, education staff work with the community to address the needs of at-risk youth as well as youth placed in the Division's custody and care. Partnerships are developed with the academic and employment/ training community to ease Division youth entry into local programs. Specialized transitional programs are developed when feasible to create services specifically tailored to meet the needs of Division youth returning to the community. In addition, ongoing cooperative efforts with other agencies provide opportunities for addressing issues which promote services and advocate for youth placed in the juvenile justice system.

COMMUNITY PARTNERSHIPS

Despite the myriad academic and vocational services available in communities, many of which target at-risk populations, Division youth continue to require additional assistance in accessing these services. Availability of services is sharply curtailed by eligiblity criteria, lack of experience working with at-risk youth, or ability to provide effective training and services. Division youth do not always meet the minimum program entry standards for an occupational skills training program (such as an 8th grade reading level) since their academic deficiencies are often so severe. According to a 1988 study conducted by the Division for Youth on the N.Y.C. employment and training system, other impediments to entry into programs include lack of a stipend, insufficient support services (such as counseling), and an unwillingness to serve court-placed youth. In addition, program operators are not always willing to take a chance serving Division youth due to their multiple needs.

"Over the past decade, the need to develop community partnerships for effective youth service programs has become more crucial. The Bureau of Education and Employment Services has played an integral part in refining the roles of State and local agencies in establishing this partnership in Oneida County."

David Mathis, Director, Oneida County Office of Employment and Training

In many communities, there is a lack of understanding of the needs of Division youth. Academic and employment and training planning bodies, such as school districts or Service Delivery Areas, are sometimes unfamiliar with program models and technologies that have proven effective in serving Division youth.

Consequently, Division education and employment services are designed to provide information and technical assistance to organizations such as Service Delivery Areas (SDA), Youth Bureaus, community based organizations and local education agencies. This assistance is provided to individual entities such as a particular SDA, but is particularly effective when a group of schools, Youth Bureaus or SDAs are served.

❑ COMMUNITY PARTNERSHIPS: STRUCTURE

The Division has a Memorandum of Agreement with the Department of Labor to fund two staff with a primary responsibility of providing technical assistance to Youth Bureaus, Service Delivery Areas, community based organizations, and local education agencies regarding the needs of adjudicated and at-risk youth. In addition, staff are charged with working in concert with the employment and training community to help coordinate planning and services to more effectively serve adjudicated youth.

Portions of the Division's Vocational Education Act funds are used to provide consultation to youth-serving agencies and develop networks to increase academic and vocational opportunities for Division youth returning to the community. New York City Bureau staff develop partnerships with local agencies to assist the large number of youth returning there.

Progress has been made in strengthening services for Division youth returning to the community by developing partnerships with a number of SDAs, Youth Bureaus, community based organizations and local education agencies. Several of these efforts are described below:

❑ SERVICE DELIVERY AREA INVOLVEMENT

REGIONAL PLANNING FORUMS

Regional Planning Forums provide a vehicle for the Division and community resource agencies to jointly enhance their understanding of the vocational needs of Division youth transitioning to their home communities. Three forums were held in 1989-90 at regional sites representing the State's western, central and mid-Hudson regions. Each forum averaged 80 SDA, Youth Bureau, Department of Labor, and community based organization administrators and practitioners. Participants shared concerns, program models and service strategies with Division Vocational and Community Care staff. The mutual understanding gained from these forums has led to the development of programs and initiatives specifically designed for Division youth re-entering their home communities.

SDA TECHNICAL ASSISTANCE

As a result of the Memorandum of Agreement with the N.Y.S. Department of Labor, technical assistance is provided to SDAs on program design, curriculum development, vocational assessment, competency based instruction and academic remediation programs. The list below is a sample of technical assistance provided towards strengthening community partnerships:

- BEES Youth Employment Video Library

  The Bureau has developed a video library available for loan to SDAs, Youth Bureaus, CBOs, etc. Tapes of youth employment and training seminars and presentations by experts in the field have been collected for distribution. The tapes may be useful for meeting the in-service training needs of academic and occupational education instructors and youth employment practitioners.

- Youth Competencies Library

  To meet the needs of SDAs in youth competency systems, the Bureau has developed a library of existing pre-employment/work maturity, basic skills and job specific skills curricula used throughout New York State. These curricula have been shared with SDAs and community youth employment and training agencies to refine and upgrade existing models.

- Fulton-Montgomery-Schoharie SDA Pre-employment/ GED Program

  BEES staff assisted this SDA in an assessment of youth employment needs of at-risk youth in the three county area. As a result, the SDA recognized a need to provide a pre-employment/GED program for hard-to-serve youth. Arbor Inc. received a JTPA grant to develop this model, focusing on youth-oriented employment planning with an emphasis on motivational and attitudinal training. BEES staff assisted the SDA in recruiting hard-to-serve youth and continue to work with them in enhancing their efforts in serving this population.

❑ YOUTH BUREAU INVOLVEMENT

BUSINESS CITIZENSHIP AWARD PROGRAM

Many local businesses make an effort to assist employment and training agencies and, ultimately, local youth by providing employment or training opportunities. In 1989-90, Youth Bureau Associations in three regions of New York State worked in concert with DFY's Bureau of Education and Employment Services to implement the Business Citizenship Award Programs. The programs recognized and awarded Business Citizenship Awards to 48 businesses in the Western, Genesee Valley/Finger Lakes and Capital District regions. As a result, many of these same businesses have continued to help young people learn the vocational skills needed to compete in today's labor market.

WESTERN N.Y. YOUTH EMPLOYMENT SUBCOMMITTEE

BEES staff play an active role on this Subcommittee of the Western N.Y. Association of Youth Boards and Youth Bureaus. The subcommittee was formed to address the youth unemployment problem in Western New York. Working with DFY staff, the subcommittee has established the Business Citizenship Award Program and continues to address the youth employment needs of their community. Monthly meetings are held to develop strategies to reduce youth unemployment, including training seminars for vocational practitioners.

❑ LOCAL EDUCATION AGENCIES

N.Y.C. BOARD OF EDUCATION PROJECT

In order to expedite the transfer of student records, a joint arrangement has been reached between the Division and the New York City Board of Education to provide DFY ready access to the school records of youth who have had tenure in New York City schools. This arrangement has provided Division programs with background information necessary for accurate placement within the Division's educational system.

SETRC/BOCES TRAINING

To provide additional resources for enhancing the professional development of Division educational staff, partnerships have been forged with the Special Education Training and Resource Centers (SETRCs) throughout the State. The SETRCs, located primarily in the BOCES centers, are staffed with training personnel who provide technical assistance in the form of in-service sessions and sharing of resources, (i.e. books, videos, classroom materials) that are appropriate for students with special academic needs. Local SETRC trainers have worked with facility education administrators to enhance educational service delivery to Division youth.

SPECIALIZED TRANSITIONAL PROGRAMS

Division youth returning to the community have not always had access to services tailored to meet their specific employment and training needs. In some communities, services did not exist to serve this special population. When services were available, youth often have been unfamiliar with the most appropriate programs. When feasible, specialized transitional programs can address this need by specifically targeting Division youth.

DFY has therefore developed specific training programs targeting Division youth, developed through cooperative arrangements made with local agencies. These tend to be targeted in areas in which a need was initially identified, resources were located, and the model pursued further by local community and Division personnel. BEES staff were able to take the program concept, access funds and develop a working program model using whatever resources might be appropriate and available.

Examples of specialized transitional programs include:

- Job Development Program (JDP)
- Rural Work and Occupational Skills Development Program (RWOSDP)
- N.Y.C. Summer Youth Employment Program (SYEP)
- DFY/Columbia-Greene Employment and Training Project

Each of these programs builds upon existing community projects by modifying or expanding their operations to serve Division youth. This has benefitted the local programs by providing them with an opportunity to better serve the DFY-placed population within their respective communities.

❑ SPECIALIZED TRANSITIONAL PROGRAMS: STRUCTURE

A communication system is established to enable local program operators and Division staff to share client information and address issues which may arise. The programs are administered through the local SDA structure or through community based organizations. Central Office staff monitor the program, provide technical assistance and coordinate with the funding source. A portion of the Division's Vocational Education Act contract is used to support the RWOSDP. VEA funds are also used to fund Bureau staff in New York City to access the Summer Youth Employment Program and secure New York City Job Development Program slots.

In addition to participation in these programs, Division youth gain access to other services that the program operator may provide. The contracts or agreements reached with the local program operators enable Division youth to access Job Training Partnership Act (JTPA) services. For example, the RWOSDP enables Division youth to access JTPA resources in four counties worth over $1 million dollars.

❑ RURAL WORK AND OCCUPATIONAL SKILLS DEVELOPMENT PROGRAM (RWOSDP)

PROGRAMMATIC NEED

Upon returning to their home communities, Division youth often find that academic deficiencies hinder their entry into job specific skills programs requiring minimum reading levels. Most local programs are not designed to provide the long-term training needed to adequately address these skill deficiencies. Support services needed for the successful entry of Division youth into programs often are unavailable through local programs. While all youth in transition from facility to community environments require

adjustment assistance, those returning to rural environments are frequently at a greater disadvantage. Long distances between towns, inadequate transportation and limited local labor markets hinder youth adjustment.

Approximately 70 Division youth return annually to the Central New York region, encompassing Madison, Cortland, Cayuga, and rural Onondaga County. Although most Division youth are JTPA-eligible, the multiple barriers facing this population drastically reduce the number of youth enrolling and succeeding in more traditional JTPA programs.

"Projects such as the Rural Work Program, which address transitional experiences and focus on reducing recidivism rates, are considered effective and wise investments of (VEA) funds."

John Obermeyer
SED Project Manager

PROGRAM MODEL

The Rural Work and Occupational Skills Development Program is designed to develop work maturity and occupational skills of 16 to 20 year-old Division youth returning from facilities to Cayuga, Cortland, Madison and Onondaga counties. The Central New York consortium, a cooperative venture of four county Offices of Employment and Training, operates the program and has selected Onondaga County to serve as the grant recipient.

Each facility youth returning to the four-county area is assigned a Rural Work youth counselor who provides an assessment of the youth's vocational and educational needs. Through a case management system, recommendations are made in concert with the youth's Community Care worker to place the youth in an appropriate training or school program. The youth counselor provides the close supervision and care needed to ensure that Division youth successfully remain in the program.

Program participants are given access to JTPA services such as on-the-job training, basic skills remediation, work experience and services which combine school and employment.

Long-term training is promoted and exceeds normal JTPA time frames as Division youth are provided sufficient time to gain skills. The Bureau of Education and Employment Services continues to provide technical assistance, program monitoring and liaisons with the State Education Department, which oversees the VEA funds used by the Division. Approximately 70 Division youth were served in PY'89-90 through the RWOSDP gaining pre-employment/work maturity skills, occupational skills, job placement services and work experience.

❑ JOB DEVELOPMENT PROGRAM

PROGRAMMATIC NEED

Youth classified as juvenile offenders or delinquents face a number of problems when they are released to the local community. They must readjust to school, family, friends and the community around them. Two of their most immediate needs are either resuming their education or locating employment. Many find themselves at age 16 or 17 with little knowledge of the local employment market.

A large proportion of Division youth are urban and return to New York City, Buffalo, Rochester and the Capital District. Although these locales have programs for young people, Division youth often have unique needs (counseling) and skill deficiencies (low academic levels) which can make readjusting to the home community difficult. A special model is needed to encourage providers to serve this group.

PROGRAM MODEL

Through a legislative appropriation, the Division contracts with community based organizations in Buffalo, New York City and Rensselaer counties and an employment and training agency in Albany/Schenectady. The program provides a mix of services in a case management approach to gain academic and work skills necessary for obtaining employment. A primary focus is on providing job placement at the conclusion of programming.

The contract agency works with the Community Care worker, Community Program Specialists and, in New York City, with BEES staff. In 1989-90, funds were made available to restart the Job Development Program which, as a result of the State budget deficit, had been discontinued in December 1988 after five years of operation. Funds were reinstated in September, 1989 to operate the program for seven months. The Job Development Program helped approximately 215 Division youth in 1989-90, gain work maturity, job specific, basic academic or pre-employment skills.

❑ N.Y.C. SUMMER YOUTH EMPLOYMENT PROGRAM

PROGRAMMATIC NEED

Division youth who are released from facility and return to New York City do best when they obtain a job immediately. For many, this is their first experience in obtaining and keeping a job and consequently, they require additional supportive services. For example, Division youth frequently need continued academic remediation to strengthen the reading and writing skills necessary to keep a job.

PROGRAM MODEL

The Division and the New York City Department of Employment (D.O.E.) have been partners in the Summer Youth Employment Program since 1980. The program, which targets disadvantaged youth age 14 to 21, provides youth with meaningful work experiences that encourage good work habits and behavior, and exposes them to a variety of career and job opportunities. The Division has a contract with D.O.E. which enables it to sponsor work projects. The program is administered by BEES New York City staff, who ensure that support services are in place, including academic remediation, if needed. One recent effort to facilitate enrollment involved the establishment of a recruitment office at Tryon Residential Center. This enabled students to enroll in the program while still in residential care. The program served 326 (159 DFY, 167 community youth) participants at 57 work sites throughout the city, improving work habits and providing additional opportunities to explore careers in the public/private sector.

❑ COLUMBIA/GREENE EMPLOYMENT AND TRAINING PARTNERSHIP

PROGRAMMATIC NEED

Research demonstrates that immediate access to services helps to build upon the gains made in residential care. However, some of the same issues that led to Division involvement, such as those related to family concerns or school failure, might remain and can hinder immediate positive actions. This can result in youth bypassing entry into constructive activities such as employment and training programs, as they are not encouraged to enroll for services.

PROGRAM MODEL

In Columbia and Greene counties, DFY youth returning to the community are referred to the START program established through the cooperative efforts of the local Private Industry Council and Columbia-Greene Community College. The DFY Community Care Worker includes participation in the START program orientation as part of the condition of release. This ensures an introduction to services and increases the likelihood of enrollment. The START program provides youth ages 16 to 21 with pre-employment skills training combined with part-time subsidized employment. The referral process is monitored through the sharing of monthly reports between Division and START program staff. Community Care workers ensure continued enrollment through case management. Approximately 20 Division youth will be introduced to services provided through this joint effort. Upon program completion, these youth will have the skills needed to access and maintain employment in the local labor market.

INTERAGENCY COOPERATION

There are few organized groups to advocate on behalf of greater education and employment services for young people placed in the juvenile justice system. The Division's Bureau of Education and Employment Services, as the statewide provider of services for these youth, identifies workgroups, task forces and interagency agreements as ways to enhance coordination and provide a forum for youth advocacy.

Involvement in these bodies allows the Division to provide information on the needs of youth placed in the juvenile justice system and share academic and program models which have proven effective for at-risk youth. Information gained from interagency groups in turn, enables the Division to gain an external perspective on program issues and future directions to better serve its population.

The Bureau often is asked to analyze proposed youth employment legislation, to participate in the development of State initiatives related to occupational education services for youth, and to comment on youth employment program proposals submitted to various State agencies. Project staff represent the Division on most State interagency workgroups and many regional associations that have State agency membership.

❑ INTERAGENCY COOPERATION: STRUCTURE

A primary objective for staff funded through the Division's Memorandum of Agreement (MOA) with the State Department of Labor is to work in cooperation with other State agencies in providing a coordinated effort to assist Service Delivery Areas throughout New York. MOA staff, in addition to developing community partnerships, participate in a number of interagency groups. In addition, other BEES staff funded through VEA, Chapter I, or State funding, have ample opportunity to participate on statewide groups in behalf of Division youth.

❑ INTERAGENCY COOPERATION: RESULTS

It is difficult to capture the breadth of the Division's involvement in promoting interagency cooperation for strengthening services to young people. As an integral part of the Division's mission of preventing delinquency through positive youth development, many different parts of the agency are involved in interagency efforts. There are no "numbers of youth served", yet these efforts are an important ingredient in creating opportunities and strengthening

Division youth access to services for a successful return to their home communities. Below is a sample of interagency groups through which education or employment services for hard-to-serve youth are addressed:

JOB TRAINING PARTNERSHIP COUNCIL

As a member of the Council's Interagency Workgroup, Bureau staff review and comment on youth employment legislation, SDA service plans, and youth employment issues which affect the State.

YOUTH EMPLOYMENT ADVISORY COUNCIL

Members of the education and employment community representing State and community organizations meet with Division staff on a quarterly basis to provide consultation with the Bureau, address youth occupational education concerns and provide a forum for sharing effective program models and youth initiatives.

NY ASSOCIATION OF TRAINING & EMPLOYMENT PROFESSIONALS

Bureau membership in NYATEP offers the Division a better perspective on the technical assistance needs of SDAs while providing an opportunity for the Division to share its services.

EMPIRE STATE ORGANIZATION OF YOUTH EMPLOYMENT SERVICES

As co-chair of this statewide youth coalition, the Division is able to play a pivotal role in developing training for youth employment practitioners and commenting on employment-related legislation.

URBAN CORPS EXPANSION PROJECT

As a representative to the planning body for the statewide service corps project recently awarded to New York, Bureau staff provide input in Corps education and employment components and help identify alternative funding streams.

EMPLOYMENT AND TRAINING INSTITUTE

As a member of the Interagency Planning Committee, Bureau staff play an active role in developing the Institute's vocational training services offered to youth employment program practitioners.

U.S. DEPARTMENT OF LABOR-JOB CORPS

Through an agreement with the U.S. Department of Labor-Job Corps Regional Office, appropriate Division youth are accepted into a Corps program through a special behavior review process. This residential program provides employment and training as well as academic services to help youth in their return to the community.

NEW YORK STATE OCCUPATIONAL EDUCATION ASSOCIATION

Bureau representation in NYSOEA provides access to a network of occupational education professionals throughout New York State. Bureau staff represent the needs of at-risk youth in the areas of curriculum development, educational policy, legislative initiatives and student leadership.

NYS ASSOC. OF VOCATIONAL ED. SPECIAL NEEDS PERSONNEL

Staff involvement in NYSAVESNP offers access to professionals who provide vocational education to youth with special needs. Model programs, materials, resources and professional development information is made available to Division staff to address the special education needs of residential youth.

STATEWIDE OCCUPATIONAL INFO. COORDINATING COMMITTEE

SOICC has enabled the Division to network with the State Departments of Labor and Education, along with area BOCES for the purpose of sharing materials on occupational information systems. This has enabled the Division to enter into the Technology Network Ties (TNT) system to access job openings information.

CONTINUUM FOR OCCUPATIONAL EDUCATION PLANNING

Comprised of education, employment and business leaders in New York City, this planning group allows the Division, through a collaborative effort, to develop linkages and fill existing gaps in client services for youth entering employment.

STATE AGENCY COMMITTEE OF PRACTITIONERS

Division administrators and instructors participate in this committee to review rules, regulations and policies relating to the Elementary and Secondary Education Act (ESEA) Chapter I program administered through the State Education Department.

NEW YORK STATE DIVISION FOR YOUTH
EDUCATION PROGRAMS

FACILITY	No. of Beds	General Ed	Remedial Ed	Special Ed	Bilingual Ed	Library Services	Rec/ Phys. Ed.	Indep. Living	Job Readiness	Voc Training
Secure										
Brookwood	50	❑	❑	❑			❑		❑	❑
Goshen	85	❑	❑	❑			❑		❑	❑
Harlem Valley	136	❑	❑	❑	❑		❑		❑	❑
Tryon Girls-Secure	10	❑	❑	❑			❑		❑	❑
Highland Detention	14	❑	❑				❑			
Limited Secure										
Buffalo	102	❑	❑	❑			❑		❑	❑
Ella McQueen	57	❑	❑	❑			❑		❑	❑
Highland	156	❑	❑	❑			❑		❑	❑
Industry	120	❑	❑	❑		❑	❑		❑	❑
Lansing	70	❑	❑	❑		❑	❑		❑	❑
MacCormick	64	❑	❑	❑		❑	❑		❑	❑
Oatka	60	❑	❑	❑			❑		❑	❑
Parker	48	❑	❑	❑	❑		❑		❑	❑
Pyramid	60	❑	❑	❑			❑		❑	❑
Tryon Girls-Limited	48	❑	❑	❑		❑	❑		❑	❑
Non-Secure										
Adirondack	20	❑	❑	❑			❑	❑	○	❑
Allen	50	❑	❑	❑			❑		❑	❑
Annsville	60	❑	❑	❑		❑	❑		❑	❑
Auburn	20	❑	❑	❑			❑	❑	❑	❑
Brace	60	❑	❑	❑			❑		❑	❑
Brentwood	20	❑	❑				❑		○	❑
Bronx	25	❑	❑				❑	❑	❑	
Cass	55	❑	❑	❑			❑		❑	❑
Great Valley	60	❑	❑	❑			❑		❑	❑
Middletown	20	❑	❑	❑			❑		○	❑
Tryon-Boys	258	❑	❑	❑			❑		❑	❑
Willowbrook	20	❑	❑				❑	❑	○	❑
Brooklyn YDC	60	❑	❑	❑				❑	○	
Buffalo YDC	40	❑	❑	❑				❑	○	
Syracuse YDC	27	❑	❑	❑				❑	○	

KEY

❑	full program at the facility
○	partial program at the facility